The AGRICULTURAL EDUCATION Magazine

Vol. [illegible] AUGUST 1955 NUMBER 2

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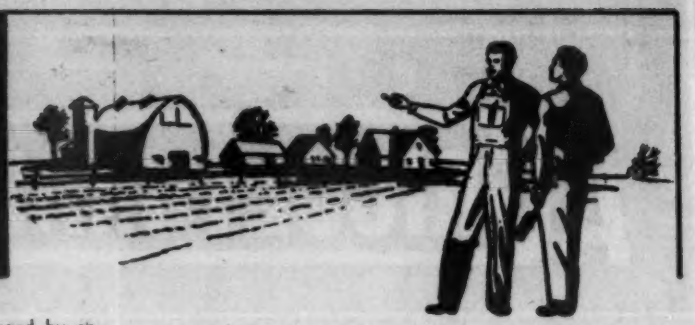
Featuring— Serving the School and Community

The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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Contents

Editorials

Guest Editorial ..... S. F. Peterson 27

Farm Experience Requirements for Agriculture Teachers ..... E. W. Garris 27

How Well Do You Cooperate? ..... Guy W. Cabe 28

Between You and Your Administrator ..... Denver B. Hutson 29

Relationships Start in the School ..... H. O. Brinson 31

Community Service Includes Young Farmers ..... Ralph E. Bender 32

News and Views of the Profession 33

A Contest Provided Community Service ..... G. S. Guiler 34

Organization Solves Some Problems ..... S. E. Mullins 35

Serve the School and Community ..... John Baldwin 36

Changes in the Magazine Staff 36

Ohio Locks the Barn ..... J. H. Lintner 37

Increased Service Through Coordination ..... W. T. Taylor 38

Changes in Rural Living ..... Elwood M. Juergenson 40

Some Recent Findings in Research ..... Roy Dugger 41

Sources of Information Used by Farmers ..... Jasper N. Baker 42

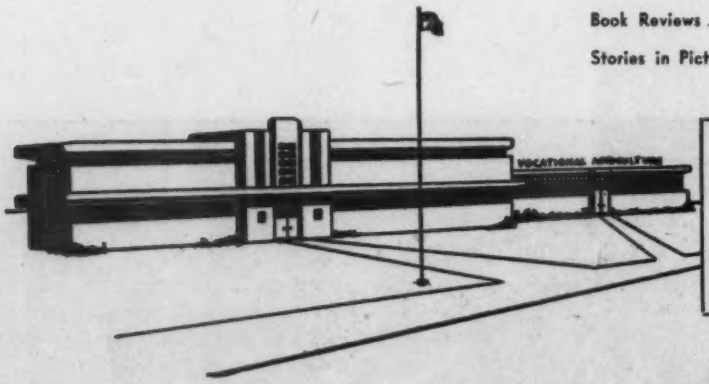
Professional and Teaching Aids 43

Are You Helping in Research? ..... Stanley J. Reeves 44

Making Agriculture Teaching Truly Vocational ..... V. G. Martin 45

Book Reviews 47

Stories in Pictures 48



Subscription price, $2.00 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, $2.25. Single copies, 20 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.
Entered as second-class matter under Act of Congress, March 3, 1879, at the post office in Danville, Illinois.

Editorials

Guest Editorial

S. F. PETERSON, President, NVATA, and Vo-Ag Instructor, Ayden, North Carolina

For many years a keystone of the FFA Program has been cooperation. Teachers of vocational agriculture have always endeavored to teach the farm youth of the nation the values of cooperation. Many superior teachers have come to realize that the best and maybe the only effective method to teach cooperation is to develop situations through which the students may practice cooperation.

To be a good teacher of cooperation, one must have a clear understanding of the subject that can only be gained through continual practice in cooperating. Teachers of agriculture have many opportunities to practice cooperation. A few of these opportunities will be discussed here.

Other Agricultural Agencies. Much has been written and much more spoken about teachers of agriculture cooperating with other agencies in the agricultural field. There seems to be no doubt that such a state is highly desirable. However, it should be pointed out that much less emphasis has been placed on other agencies cooperating with teachers of vocational agriculture. Cooperation between agencies should be a two-way street. All of the cooperation should not flow in one direction. A teacher of agriculture can easily spend so much of his time cooperating in the programs of other agencies that he will have little time and energy left to develop much of a program in his department of vocational agriculture.

Cooperation should strengthen both participants in the cooperative effort; not build up one at the expense of the other. There are cases on record where teachers of agriculture have cooperated with other agencies in staging fat stock shows. The teachers received no credit for their efforts and their students entering animals in the shows were listed as members of another organization. These seem to be cases of exploitation rather than cooperation. The classical answer to such statements is: "Who cares about credit if the job is done." The agency receiving the cooperation seemed to value the credit very highly because it did not hesitate to take it all. Perhaps working on programs without receiving any credit would be satisfactory if one could be sure that the legislative bodies that appropriate funds for the vocational program understood the subterranean role of the cooperator.

One answer to the whole question of cooperating with other agricultural agencies could be: Cooperate with other agencies to the extent that it is helpful to your program. Develop programs of your own in which you can invite other agencies to cooperate with you. Also, always make sure that you receive and freely give due credit to the cooperator.

Commercial Organizations. There are many fine examples of the splendid cooperation of commercial organizations with teachers of agriculture. The commercial firms have rendered invaluable services to vocational agriculture by furnishing a large variety of

(Continued on page 30)

Farm Experience Requirements For Agricultural Teachers

E. W. GARRIS, Teacher Education, University of Florida

One of the pet criticisms by leaders in agricultural education of new (and sometimes of experienced) teachers of vocational agriculture is that they often lack farm experience and the knowledge of basic farm skills. Unfortunately, for certain teachers, these criticisms are often valid. Many new teachers seem to experience more trouble because of the lack of basic farm skills rather than a lack of basic understandings of teaching methods.

Today boys who are reared on farms are in school a major part of the year and often obtain a minimum amount of actual farm experience. Then there are some specialized farmers who live in town but operate farms five to ten miles away. Boys living in such a situation are quite busy with various community activities after school each day. Even a trip to the farm is made only once in awhile. Such town reared individuals, even if they could perform basic skills, would fail to understand the attitudes, mores, and psychological characteristics of farm people and their needs.

It must be remembered that State Plans for Vocational Education usually require that teachers have a minimum of two years of farm experience. However, what is farm experience? In measuring it for trainees should institutions just take the word of each person? If not, how should his statement of farm experience be tested? Former FFA members should have had farm experience but many of them obtained it on a school farm or in their own backyard. A few states require sworn statements of each trainee that he has had farm experience. Even that may fail to give the quality of the experiences.

Last fall Dr. C. V. Noble, Dean of the College of Agriculture at the University of Florida, made a study of the farm experience requirements at all Land-Grant colleges in the United States. He found that eight institutions require farm experience for all candidates for the Bachelor's degree. The length of the farm experience varied from a low of ten weeks (one summer) to two years.

Several of the states requiring farm experience for all graduates have organized a department of farm practice work. Any students who have had no farm experience, or very limited experience, are taught many basic farm skills before they are ready to seek employment for obtaining farm experience. For example, if a given student desires to obtain experience on a dairy farm prior to his employment he is taught by the department of farm practice how to milk, how to feed cattle, how to operate a cream separator, etc.

Most states have considerable variation in types of farming and, therefore, a difference in the need for certain basic skills. It probably would be a difficult task for any person to learn all of the farm skills needed by teachers in all areas of our country. However, there must be a certain number of basic skills common to all areas. For example, every teacher probably would need

(Continued on page 31)

How well do you cooperate?

Answer this question before condemning others

GUY W. CABE, Vo-Ag Instructor, Winterville, Georgia

Guy W. Cabe

"I'M tired," said the teacher, "of being made to feel that I should apologize for the public support of vocational agriculture in my community."

From what I had heard and read, it appeared that this teacher had developed a program of agricultural education in his school and community which would merit strong public support. He and his FFA had received considerable publicity through newspaper, radio, and other media. His program was recognized by his fellow teachers in the vocational field.

Then it does seem strange that the principal and faculty of his school would have an attitude toward the teacher of agriculture which would cause him to make this statement. I never had opportunity to discuss this situation further with the teacher, but it occurred to me suddenly that I knew this teacher reasonably well. Yet I could not for the life of me recall his mentioning the name of his principal, superintendent or even the name of his school!

Sources of the Problem

An analytical look at what are often termed "inherent difficulties" associated with developing satisfactory relationships with the principal and faculty of the school may reveal some elements of the situation which will help us to understand how such an attitude could exist. And the teacher of agriculture must assume his share of the responsibility for it.

There are, to be sure, certain characteristics of our program which, without deliberate effort on the part of the teacher of agriculture, tend to set us apart from the total school program. These have often been enumerated; for example, separate buildings, special expensive equipment, possibly divided allegiance. There are differences in point of view, objectives, methods, scheduling problems, pupil-teacher ratios, salary schedules, sources of funds, educational background, tenure patterns, travel allowance, etc. Furthermore, the teacher of agriculture has an enviable opportunity for positive contact with the homes of his students and is possibly more public-relations conscious than any other teacher in the school.

Some of these "difficulties" have certainly been inherited, along with accumulated jealousies of the past. But it does not necessarily follow that we should be so prepotent in passing them on with added emphasis and consequent uniformity. Rather, it would show more wisdom, it seems, to be more concerned with de-emphasizing these difficulties and working to eliminate those which do not contribute to the best interest of vocational agriculture. To recognize these differences is basic to an intelligent approach to the problem; but to emphasize them is to invite suspicion and distrust.

Solutions Are Not All Local

Some of the problems address themselves more appropriately to those in positions above the level of the local school. My principal has said that an adjustment in the teacher-pupil ratio in the allotment of teachers of vocational subjects would do more toward promoting better relationships with school administrators than anything else he could suggest. There is a need for including more vocational philosophy and methods in the training programs of school administrators. There is a dire need for better salaries in other fields of teaching before teachers of agriculture can expect to be free of jealous criticism. There is a need for mutual understanding and closer working relationships between school administrators and supervisors of agricultural education as well as at the local level. Too often we have been put on the defensive by allowing other educators, at levels above the local school, to take the initiative in proposing solutions to our problems which do not always work toward the best interests of the program of vocational agriculture.

Need for Team-work

But let's get back to the local level where the teacher of agriculture felt that the popularity of his program was resented by his fellow faculty members. The fact that I could not recall any mention of the name of his principal, superintendent or his school was significant to me. I was led to wonder if the teacher of agriculture had been so engrossed in doing his job well that he had neglected to emphasize the fact that he and his program were an integral part of the total school program and that he considered himself a member of his principal's team (if indeed he held this point of view).

Let's face it! School administrators and the other members of the faculty are human. They appreciate recognition for a job well done, and, if they are doing a good job, they think it is an important contribution. When one department of the school consistently receives public recognition to the exclusion of other elements of the school program which are also doing a creditable job, it causes the administrator anxiety over the morale of his faculty. This is particularly true when the accomplishment recognized is not identified with the school of which it is a part. Not the Winterville FFA, if you please, but the Winterville High School Chapter of FFA. If a situation of this sort develops into a difficult problem for him, other administrators get the news and soon there is crystalized a dedication to the proposition that "By the Great Horned Spoon, I'm not going to let this tail wag the dog in my school!" We should give credit where credit is due, and do it publicly as well as privately.

Promote Better Understanding

Assuming that both the teacher of agriculture and the administrator are reasonable men with at least average abilities and qualifications, there should be developed a mutual understanding of the responsibilities and problems associated with the jobs they must do. To the extent that each one does his job well there should be mutual respect. The principal will then be in position to assist the teacher in developing the same relationship with the rest of the faculty. To me, this is basic to the development of pleasant relationships with the faculty. Further, however, it should be recognized by each one that the other is important to his own relationships in the school and community. The teacher of agriculture, with his contacts in the homes of the students and with farmers and businessmen can, by his reaction to questions raised about the school program, exert a powerful influence for the total school program. By the same token, other members of the faculty can say and do things for the benefit of the program of vocational agriculture which modesty will often not allow the teacher to do. And it should be remembered that there is no condemnation quite so effective as *faint* praise. When recognition of the program of vocational agriculture also reflects credit on the school and its administrator, there is mutual satisfaction in the accomplishments.

A Two-way Process

A cooperative spirit on the part of the teacher of agriculture usually is reciprocal. It helps relationships to ask a special favor of another teacher and then do one in return. It pays off. I still remember the Friday I received a shipment of heavy equipment for the food preservation center and my principal voluntarily offered to help me install it the next day. He was there with his work clothes on at seven the next morning and spent a twelve-hour Saturday of hard labor along with me. One cannot expect that kind of cooperation on a one-way basis. The time I've spent helping other teachers has paid off when I needed help in coaching public speakers, quartettes, and preparing fair exhibits.

Where mutual understanding and respect exists, it is relatively easy for the teacher and the local administrator to fit vocational agriculture into the school program without direct help from supervisory personnel. Nothing will provoke a

(Continued on page 31)

Effective working relationships - - -

Between you and your administrator

DENVER B. HUTSON, Teacher Education, University of Arkansas

Denver B. Hutson

"TO have or not to have" is not the question when it comes to public relations for teachers of vocational agriculture. You really have no choice in this matter. You can choose only between effective and ineffective relationships with those with whom you work, and the success of your program will be determined by the choice you make.

Good public relations must begin within the school and move outward in ever widening circles of influence. You cannot expect your program to be accepted wholeheartedly by the community unless it has been firmly understood and established within the school. Thus, the first vital step in your public relations campaign is to improve relations with those immediately around you—students, fellow teachers, and administrators.

The importance of maintaining effective working relationships with your school administrator should be self-evident. In fact, your ability to maintain good relationships with the people with whom you work is probably the most important single factor in your success as a teacher. The superintendent of schools is the most important relations control for the entire school system, and you likely will find that any program you may attempt will be jarred considerably if you fail to include him in your overall plan. In the same way, the principal of the school, which includes your program in Vocational Agriculture, is the keystone in your public relations activities.

Having a separate building for Vo-Ag may give the impression that the Vo-Ag program is not an integral part of the school. When such impressions exist, it often leads to poor relationships between the Vo-Ag teacher and the school administration. The teacher's efforts toward promoting understanding will protect the advantages of facilities such as those shown above.

As a teacher, you may sometimes have a tough job in maintaining effective relationships with your school administrator. There are a number of conditions which are inherent in your job as a teacher of vocational agriculture and which often make it particularly difficult to maintain good relationships. Most of these are matters over which you have little or no control, but all of them you can and should recognize and be prepared to do something about. Knowing that they exist and that they are possible sources of misunderstanding should enable you to take positive action to prevent their developing into major difficulties.

Some Causes of Ineffective Relationships

The following are a few significant conditions that are inherent in your job and suggest possible difficulties which may cause you to encounter ineffective working relationships with your administrator.

1. It is very easy to give the impression that you consider your program and your department not an integral part of the school, but something separate, different, and better. Many things may contribute to this. Yours is a vocational course requiring special facilities, special equipment, and transportation facilities. It is subsidized by special funds and has special supervisors. You keep fewer classroom hours than most of the other teachers, and you are employed during the summer. Many things peculiar to your work tend to separate you from the school as a whole. Thus, it's easy to see why your administrator may get the impression that you and your program are not an integral part of the school.

2. Your training, your background, and your experience are different from that of your administrator. You talk the language of the farm; he the language of the educator. He talks and thinks about educating the whole child; you talk in terms of practical education in a specific field.

3. You may be better known in the community than your administrator. If he is human, and he is, he may resent this just a little. Because of the nature of your activities, you get to know the people in your community better, more intimately. They call you "Bob"; they call him "Mr. Smith."

4. You, your department, and your FFA Chapter may sometimes get more publicity than the rest of the school. Probably no other teacher in the school is more "public relations" conscious

(Continued on page 30)

To help keep desirable relationships in the school, the Vo-Ag teacher must recognize that his course is a vocational course with vocational objectives in a secondary school program; and that the objectives of the secondary school program are much broader and not primarily vocational.

To the administrator a project is a classroom activity, but to the Vo-Ag teacher it's pigs and chickens and steers, etc., on a farm. You have an obligation to acquaint him with what it takes to relate instruction to experiences in farming to make teaching vocational.

Students enrolled in vocational agriculture receive many honors and awards through the work of the FFA which are not generally possible in other school organizations. Don't condemn others for being jealous of your opportunities and accomplishments. Instead, assist them in getting recognition for their students.

than you. You get to know the local editor. He wants news about what you are doing. How many articles appear in the local paper praising the work of the high school as a whole?

5. You and your department are expensive. Your administrator has the right to expect value received, and to be irked if he doesn't get it. He has to justify costs. If you and your department do a good job, that's easy. If you don't, that's something else again.

6. You may be suspected of having a divided allegiance, since your program is closely supervised by personnel of the State Department of Education. It is quite possible for you to find yourself in the position of having been told to do one thing by your administrator and an entirely different thing from your agriculture supervisor.

7. Your FFA Chapter and its program of activities may be too effective for the best working relationships. This may sound like a paradox, but it could and does often happen. Your administrator would like to have all departments and all student organizations functioning well rather than one outdistancing all the others.

8. You may easily fall a victim to the temptation to "do some farming on the side." Some teachers have been able to do this with no criticism, but others haven't been so successful. When your farming activities interfere with the performance of your job, then your administrator has a legitimate complaint.

9. You have many opportunities to handle other people's money. This is and always has been a source of trouble. You know the pitfalls.

10. Your class schedule frequently causes trouble, and you are continually taking pupils away from other classes. It may not be your fault that extra time is required for your classes, but it doesn't help your relationships with your administrator. Neither does it help your relationship with him when other teachers complain about you asking to have boys excused from their classes to go on field trips, or to take part in field days, shows, and other activities held on school days.

These are some of the things that operate to make your relationships with your administrator more difficult. However, they do not represent an impossible barrier to the right kind of relationships between you and your immediate supervisor. They constitute conditions which you should recognize, eliminate or avoid where possible, and exercise care and judgment in dealing with where they can't be eliminated entirely.

Suggestions for Effective Relationships

The following are some things you can do to develop and maintain a good working relationship with your administrator.

1. Know your job and do it well. This is the soundest basis for good relationships.

2. Know your administrator and conduct yourself accordingly. Know something of his duties and responsibilities; know his own personal likes and dislikes; learn what he expects of you and your department. Then give him what he wants, to the best of your ability, and avoid doing the things that you know he dislikes.

3. Make your department an integral part of the school. You and your department cannot exist as a separate entity. Become a member of the school team.

4. Know school and administrative policies and follow them. Don't ever give the impression that you feel the rules and policies of the school are set up for the other teachers and do not apply to you as well.

5. Keep your administrator informed systematically as to what you plan to do and what you have done. Let him know always not only what you are doing, but where you are.

6. Give him credit when credit is due. Remember, we like people who make us feel important, who build up our own egos.

7. Become an active citizen of the community. Show an interest and participate in activities that are for the welfare of the community.

8. Be an effective public relations contact for the entire school. Be interested in what the school is doing; learn what it is doing well, and defend it publicly.

9. Avoid "side-lines" which may interfere with your effectiveness as a teacher. Remember, when a school board employs you, it contracts for all of your working time.

10. Finally, be a good housekeeper. As Franklin said, "Keep thy shop and thy shop will keep thee." This advice still holds today.

Do these things to develop and maintain the right kind of working relationships with your administrator. Out of them should develop the degree of mutual understanding, mutual respect, and mutual liking necessary for effective personal and professional relationships with him.

If you are interested in further helps in strengthening your working relationships between you and your administrator, the following references are suggested: (1) YOU AND YOUR ADMINISTRATOR, The Interstate, Danville, Illinois. Price 20 cents; and (2) YOUR PUBLIC RELATIONS, American Vocational Association, Inc.; 119 Vermont Avenue, N.W., Washington 5, D. C. Price $1.00. There are a number of other publications on the subject, but these two will give you some practical and worthwhile suggestions for improving your program of public relations. □

Guest Editorial (cont'd)

(Continued from page 27)

teaching aids and many other services. A teacher that does not make full use of the many services offered by commercial organizations is missing a golden opportunity to enrich his teaching. These are a few cautions that should be observed: Evaluate the materials and services offered and request only those materials that can be used in your teaching program. Make your request for only the number needed. There is a temptation to ask for too many because the materials are free. Make plans for storing and filing all materials received. Be sure to return films and other returnable materials on time. Promptly make any reports asked for. A "thank you" note now and then will make the cooperators happy.

National Farm Organizations. The chances are very strong that if vocational agriculture, as we know it today, is to survive it must have the support of our national farm organizations. Any lack of support vocational agriculture has received from the national farm organizations in the past has been due for the most part to the unconcerned attitude of many of our teachers and not to any policy of the national farm organizations.

There is no doubt that the national farm organizations will give vocational agriculture their full support when local teachers of agriculture give more support to the local programs of the farm organizations in their communities.

Teachers of agriculture should become members of the local units of their national farm organizations. They should attend local meetings of the organizations and offer their trained agricultural leadership to the organizations in an effort to help make strong local units. When this is done to a large degree, vocational agriculture can expect to receive more support from the farm organizations. It should be remembered here also that cooperation is not a one-way street. It must flow in both directions. We must give if we expect to receive.

Local units of teachers of agriculture who have given full support to their local farm organizations have been surprised by the support they have received from the organizations in conducting their programs. In many cases the farm organizations have given premium money, prizes, equipment, etc. to aid the local programs of vocational agriculture. By giving wholehearted support to local units of national farm organizations, teachers of agriculture will be in a favorable position to receive support on both a national and local level from those organizations with which they have cooperated.

Teacher Organizations. Teachers of vocational agriculture should cooperate with and fully support the teacher organizations in their field at local, state, and national levels. They should also support the general education associations on the same levels. Your teacher organizations are your means of group protection and promotion of your profession. You cannot afford to remain in the teaching profession and remain out of your professional teacher organizations. If you, as a teacher, are not doing your part to support your teacher organizations, which are doing everything possible to protect your profession and your interest, then you are taking a "free ride" at the expense of your fellow teachers. True teachers of vocational agriculture are not that kind of men. □

Relationships start in the school

The Vo-Ag teacher has much to do with the kind developed

H. O. BRINSON, Vo-Ag Instructor, Purvis, Mississippi

A discussion of public relations of a Vocational Agriculture Department of the school will, in this item, be confined largely to the type of relationship that exists in the Purvis Special Consolidated High School, Purvis, Mississippi. The success or failure of the Vo-Ag program in any community depends to a great extent on the feeling of other school personnel toward the Vo-Ag Department. A close working relationship must exist between the various departments in the school. The Vo-Ag teacher must lead the way in maintaining good relationships with other school people. He must have a feeling of mutual interest in the success of other departments in the school. It is believed that the following are a few of the things that must be done to maintain good relationships in any school:

1. The Vo-Ag program of work should be in accord with the policies of the administration and the Vo-Ag teacher should discuss his program of work with the superintendent.
2. Credit should be given to people that assist in the Vo-Ag program, such as English teachers for help with public speakers, music teachers for help with quartets or music, etc.
3. Let the students in the school know what the goals of the Vo-Ag program and FFA activities are but try never to over do it so that the students will have a letdown feeling when they become Vo-Ag students.
4. Be an ambassador of goodwill for your school.
5. Never ask favors for your department that other departments cannot get.
6. Check the accuracy and honesty of interpretation of the information that goes out of your department about the school.
7. Since public relations is a two-way process, try to get mutual understanding between other departments in the school and your Vo-Ag. Department.

In order to have an excellent relationship in your school between the Vo-Ag Department and all other departments of the school, the superintendent must be cooperative. He must be anxious at all times to help in any way possible to make the Vo-Ag program in the community a success. When a new program is started, he gets back of it and helps to make it a success. In the Purvis school, a forestry program has been completed that was in progress for six years. It has become one of the biggest boosters of that program.

There Is No One Formula

Successful leadership depends not only on the adaptation which is made to the personal equipment of the Vo-Ag teacher, but also on the degree to which he is identified with the progress made by the farmers in the community. Anything that the Vo-Ag teacher does should be of a positive nature.

The program of work in the Purvis School District could not be carried out if the superintendent did not back the program. Every Vo-Ag teacher should adopt a public relations program and work at it each day. There are no magic answers in public relations. It is not possible to set up rules whereby a Vo-Ag teacher can keep the people of his community and the teachers in the school friendly and cooperative toward the Vo-Ag program. Even though there is no set of rules to go by, the teacher can adopt standards that will fit his school and community. If he does this, the results can be seen in the progress of his program in the community and he will enjoy the work that he is doing. □

Cooperative programs have been an integrated part of the Purvis, Mississippi, Special Consolidated School. The facilities shown here are an example of what made the reforestation cooperative program a success. Riding the tractor is H. O. Brinson, Vo-Ag teacher; observing the operation is C. C. Magers, Superintendent of schools, and on the tree planter is Charles Roseberry, Vice-President of the Lamar County, Mississippi, Bank. He is planting the 1,047,000 pine seedlings with the planter. The tree planter was built in the Purvis Vo-Ag shop and financed by the Lamar County Bank as a public service to the people of the Purvis Special School District.

How well do you cooperate?

(Continued from page 28)

principal more quickly or more permanently than for the teacher to imply that his vocational supervisor will not allow him to do something which the principal believes to be to the best interest of the total school program. This is never a good reason in itself to refuse to cooperate. If there are good reasons why it is not possible to work the problem out within the requirements of the vocational program they should be discussed on their merits. To tell one's principal that a supervisor will not let a teacher do a thing ties the supervisor's hands in offering the assistance he is capable and interested in rendering.

Based upon my eleven years of teaching experience, I believe that these principles will aid in developing and maintaining satisfactory relationships between the teacher of agriculture and the total school program. □

Farm experience requirements - - -

(Continued from page 27)

to know how to drive a tractor, propagate plants, test soils, feed animals, castrate animals, and many other similar skills.

If such a list of basic skills were prepared, the next problem would be to test each trainee. Who should assume this responsibility? In institutions that do not have departments of farm practice, would it be the responsibility of the department of agricultural education?

This I know, there is a definite need for a suitable plan for checking the farm experience of individuals who desire to enroll as trainees. □

The Cover Picture

Hereford cattle grazing on a pasture irrigated with a sprinkler irrigation system on the farm of Dudley Smith in Prince George's County, Maryland. As farmers put more emphasis on good pasture management, especially through liming and fertilization, it often becomes necessary to irrigate so that moisture will not become the limiting factor in the production of good succulent grass.

The Vo-Ag teacher is called upon constantly to advise regarding such new and better practices in farming. This constitutes a type of community service for which he needs to be prepared and up-to-date.

—Picture provided by Ray A. Murray

The September issue will feature "Starting the New School Year."

Community service includes young farmers

Young farmers need and desire instruction in agriculture "plus"

RALPH E. BENDER, Teacher Education, The Ohio State University

Ralph E. Bender

INSTRUCTION in the classroom and on the farm is the primary and most important part of a program for young farmers. Such a program, based upon the interests and needs of the young farmers, is good. However, that in itself is not enough. We will never reach the number of young farmers we should nor will we solve the real problems they face as successful farmer-citizens unless and until we broaden our program. We need to provide for the young farmer that which the FFA provides for the high school student.

Young Farmer Interests and Problems

A study of young farmers reveals that they have problems beyond those involved in acquiring a good farm opportunity and getting established successfully in the vocation. Many young men are deeply concerned about problems associated with the selective service, choosing a mate, becoming married, establishing a home and rearing a family. They are likewise interested in being socially well accepted and in being able to contribute to the improvement of their community as effective citizens. Young farmers want and need to be well balanced individuals the same as anyone else.

Variety of Needs

As surely as young farmers meet together for instructional purposes in agriculture, there will be activities suggested in which most all are interested. Activities such as having refreshments, playing basketball, touring a local farm, visiting a neighboring young farmer group, having a dance, discussing the local bond issue, and many others will be mentioned. This is a natural development. As it comes about there should be ways and means adopted to plan and conduct the activities.

In many cases, however, the activities suggested do not include the real personal concerns of young farmers—the kind which they keep unto themselves. In attempting to identify some of the personal problems, the writer conducted a recent study involving 263 young farmers from 16 different organized groups. More than 90 per cent of them were living on the farm and gainfully employed in farming; 89 per cent had graduated from high school; and 62 per cent were single. By and large their homes had most of the conveniences and services found in modern homes.

Practically all of the young farmers participated in church but had very limited participation in youth and agricultural organizations in addition to the young farmer program. The study included the use of a problem check list consisting of 300 problem items classified in 300 areas. Items on the list such as "awkward in meeting people," and "not making enough money" did not define problems, but were intended to suggest concerns or difficulties to the person checking the list.

Frequency of Problems

Even though the young farmer group studied appeared to be selective so far as their high social and economic status were concerned, they did identify many problems which they were experiencing. They each checked an average of 28 problem items, distributed throughout all 10 areas. The areas in the order of the number of problems checked included citizenship, education, personal temperament, social and recreation, vocational and economic, health and physical, relationship with people, morals and religion, courtship, sex and marriage, and home and family. The concern evidenced in each of these areas was very similar to that found in earlier studies. However, specific items checked seemed to vary depending upon the composition of the local group.

As we might expect, married young farmers have problems different from those of single men. Previous training and experience has an effect upon the kind of program that should be planned. Therefore, each local group should attempt to identify its own problems and plan a program accordingly. Incidentally, the problem check list device was well received by the young farmers. Approximately 90 per cent reported that they enjoyed it and thought it was worthwhile.

Reaching More Young Farmers

A broad program which includes aspects contributing to the solution of more than vocational problems will be attractive to more young farmers. Enrollment and attendance difficulties will be lessened. Incidentally, there is an adequate number of young farmers available throughout the United States to develop an effective young farmer program. The common statement "There are not enough young farmers in my community," is in too many cases an excuse for not pursuing this phase of the program—the greatest opportunity that vocational education in agriculture has for the improvement of its program.

Just recently the writer had a group of teachers make a survey of young farmers in their communities as identified by students in high school classes. These teachers reported finding an average of 39 young men, less than 30 years of age, doing part-time or full-time farming in their respective communities. Only one teacher reported less than 20 and one found as many as 94. The writer is convinced that this is typical of the situation in many communities served by vocational agriculture.

In addition to attracting more young farmers through a broadened program

Perhaps it's just a group of Ohio Young Farmers and their girl friends cleaning up after a party. Nonetheless, some important educational developments may be taking place.

Louis Brownfield, noted writer and owner of Malabar Farm at Mansfield, Ohio, addresses a state-wide meeting of Young Farmers and their wives.

Group singing is an important part of this Ohio Young Farmer meeting.

we would be able to do more effective work vocationally. Many times it is necessary to solve non-vocational problems or difficulties in order to provide the environment or conditions which are necessary for further development of vocational competence and effective citizenship. As we meet other interests and solve more than strictly vocational problems we are developing a better understanding and relationship between the young farmers and the teacher.

Organization and Coordination Necessary

As young farmer programs become more extensive there is greater necessity for organization. Young farmers sense this need the same as the teacher. Young men will assume responsibility and will get more from the program if they have a specific part in planning and conducting the various activities. The writer is convinced that the teacher does not have the time or the ability to develop and conduct a program that will meet many of the needs of the young farmers. Even if he had such time and ability it would be unsound to attempt to do it alone.

A more balanced and effective program is possible through the cooperation and coordination of all of the youth agencies and organizations in a given community or county. It appears logical for a teacher of vocational agriculture and a teacher of home economics to coordinate a program of young men and women which they may be conducting in their local school. In its early development this may be largely a period of social and recreational activities following the separate instructional meetings. Later, discussions of mutual problems would appear to be desirable. With this at a start, an expanded and more worthwhile program is possible through using the resources of such agencies as Agricultural Extension, Farm Bureau, and Grange. The teacher should concentrate his efforts upon the phase of the program defined for the purpose of assisting young farmers to solve their vocational problems. Other agencies should make the contribution to the program for which they are best suited.

In this expanded, coordinated youth program some type of county or local youth council including advisors should be formulated. Such a council could address itself to the task of developing an integrated program in terms of the needs of the youth to be served, rather than each agency or organization going its separate way. If this is done the "plus" to instruction in agriculture will be provided and all will be better for the experience. □

News and Views of the Profession

Hatch Resigns Position

James W. Hatch

DR. James W. Hatch resigned from the position of Associate Supervisor in the Bureau of Agricultural Education in the New York State Education Department, effective last May 7. He is now engaged in a private enterprise having to do with the preparation and direction of pageants suitable for juvenile and older youth groups and for use in the public schools. Dr. Hatch will be remembered by many persons for his work in this connection in the past with Future Farmer Chapters and State and National Associations. He became particularly well known through his work with the National FFA Chorus which he has directed at Kansas City each year since 1947.

Dr. Hatch began his career in Agricultural Education in 1930 as the Vo-Ag teacher in Munnsville, New York, after graduation from the New York State College of Agriculture. He returned to Cornell in 1936 and completed work for the Masters and Ph.D. degrees in 1939 and 1941, respectively. His association with the Bureau of Agricultural Education in New York began in 1937. He served as Executive Secretary of the State Association of Future Farmers from 1944 until his retirement.

Appointed to Supervisory Staff

J. O. Sanders

J. O. Sanders was appointed to a Supervisory position in the Bureau of Agricultural Education in New York effective last July first. He replaces Dr. James Hatch, whose retirement from the Bureau took place in May.

Mr. Sanders received his undergraduate training in Agriculture at Syracuse University in the College of Agriculture formerly located there. Following two years of teaching in a rural school in Sullivan County, New York, he began his vocational agriculture teaching in 1927. In 1931 he became employed at Cattaraugus Central School in New York as vocational agriculture instructor, where he remained until his resignation to accept the present supervisory position.

He obtained a Masters degree in Education from St. Bonaventure College in 1942, after having completed some previous graduate study at Cornell. His professional career has included the presidency of the New York Association of Teachers of Agriculture and Advisor to the State FFA Officers and Chairman of the Advisory Council of the State Association of FFA for fifteen years. □

Wilson to Direct AEA Field Development

Bonard S. Wilson

DR. Bonard S. Wilson, formerly head of the Department of Agricultural Education in the University of Tennessee, has been named Director of a newly created Department of Field Development in the Adult Education Association. Headquarters for the new department are in the AEA's Washington offices.

During the past year Dr. Wilson has held a scholarship for study of adult education and has been on leave from the University of Tennessee. His study was carried on at the University of California. He received the degree of Doctor of Education from the University of Illinois in 1950.

Hutson to Panama

Denver B. Hutson of the Teacher Education staff, University of Arkansas, began a new assignment July 1 as specialist in vocational agriculture with the Arkansas Agricultural Mission to Panama. He expects to be on leave from the University for a period of approximately two years.

In addition to his frequent contributions to the *Agricultural Education Magazine,* Hutson has edited the Arkansas Service Bulletin serving Vo-Ag teachers in Arkansas.

The Corn Club contest provided added incentive for the Future Farmer, the Young Farmer and the Adult Farmer in this family to discuss corn hybrids and rates of planting with the Vo-Ag teacher out on the farm.

This group of Young Farmers found real interest in a class discussion of practices which would aid them as members of the 100 bushel Corn Club. Group discussions in the classroom supplement on-farm instruction.

A contest provided community service

Hundred bushel corn club spurs both future and adult farmers

G. S. GUILER, Vo-Ag Instructor, Canal Winchester, Ohio

G. S. Guiler

IN recognition for having produced 100 or more bushels of corn per acre last year, forty-seven farmers of the Canal Winchester vocational agriculture classes were honored guests at a banquet sponsored by the Canal Winchester Bank. Included among the guests were Frank J. Lausche, Governor of Ohio; Andrew H. Sorenson, State Director of Agriculture; A. W. Marion, Director of Conservation; and former U. S. Senator James W. Hoffman. The climax of the evening's entertainment came with the presentation of an ornate plaque on which was inscribed names of those who attained the goal of 100 bushels of corn per acre. This plaque is a center of interest in the vocational agriculture department at Canal Winchester High School.

During the past growing season over 100 different individuals in the vocational agriculture classes, consisting of members of the Future Farmer Chapter, the Young Farmer Association, and adult farmer class, were applying various fertility practices in an attempt to produce 100 bushels or more of corn per acre.

Various fertility practices were discussed in the classroom with the classes and demonstrations were carried on in the field and on the farms of these farmers. The writer experienced some of the most interesting teaching in the fourteen years that he has taught vocational agriculture.

Different varieties of corn hybrids, rates of fertilizer application, fertilizer analyses, times and methods of fertilizer application, methods of side dressing, of field checking, and of evaluation were tried and compared.

Origin of the Club

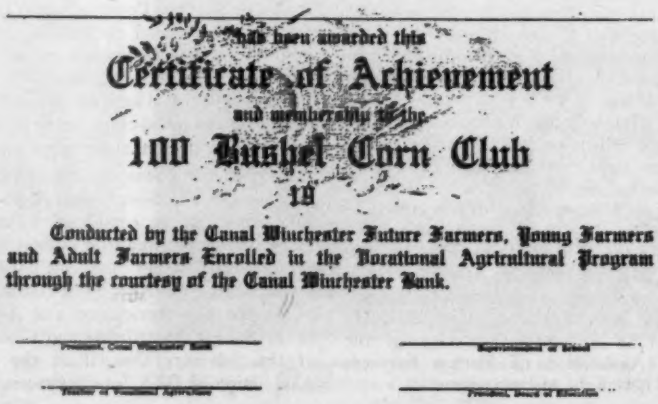
The Canal Winchester 100 Bushel Corn Club had its beginning about two years ago. After a series of meetings with young farmers and adult farmers on seed varieties, fertility practices, and demonstration plots, one farmer said, "Let's see how many of us can produce 100 bushels of corn per acre." The idea proved popular and after further discussion, the members set up the following objectives for this activity:

1. To promote interest in more efficient corn production on the part of Future Farmers, Young Farmers, and Adult Farmers.
2. To conduct some demonstration corn test plots with particular emphasis on improved seed corn and fertilizers.
3. To promote more careful checking on corn yields among farmers.
4. To analyze the demonstration plot results to make further plans for still more efficient corn production.

In order to carry out the above objectives, it seemed necessary to arrive at a working plan which would guide the efforts of those who participated. The final plan included the following features:

The Planning Committee

The planning committee or advisory committee of this club consists of three elected members from the Future Farmer Chapter, the Young Farmer Association, and adult farmer class. These members are elected in April each year by their representative groups.



Department of Vocational Agriculture
Canal Winchester, Ohio

This is to Certify That

has been awarded this

Certificate of Achievement

and membership in the

100 Bushel Corn Club

19

Conducted by the Canal Winchester Future Farmers, Young Farmers and Adult Farmers Enrolled in the Vocational Agricultural Program through the courtesy of the Canal Winchester Bank.

Interests are far-reaching as Warren Moore, Pres. of local bank discusses the 100 bushel club with Vo-Ag teacher Guiler, Frank J. Lausche, Governor of Ohio, Senator James W. Huffman, Cletus McClellan, Sec. of Commerce in Columbus, Ohio, and Mr. Annat of the Ohio Bankers Association.

A landlord and tenant worked together as club members in producing 126 bushels of corn per acre. Their achievement is being recognized by the Vo-Ag teacher (on the left) and the President of the Canal Winchester Bank (on the right). Those smiles are real. Another of the many forms of community service.

How Conducted

The field must be at least five acres in size. The producer may make any fertilizer application he wishes or use any other treatment he desires. Information regarding the variety of corn, rate of planting, special treatment of the soil such as lime, fertilizers, manure and other side dressing, are made available for comparisons.

A minimum of five checks, each representing 1/100 of an acre are made by the checking committee. In every case the owner must be in the field with two or more class members or the vocational agriculture teacher to serve as a checking committee. The right and left side of the planter rows are followed through the field for not less than nine-tenths of the total distance. The same two rows are not to be used as it is more accurate to stagger the checks across the field. The area checked is 1/100 of an acre.

The Outcomes

During the 1954 corn growing season, 48 farmers, either separately or jointly, were successful in producing 100 or more bushels of corn per acre. Some of the fields were partnership affairs between fathers and sons or landlords and tenants but all were working together toward applying the latest practices in corn production to produce maximum corn yields.

Many of the fields were heavily manured. Green manure crops were plowed down, limed, and as much as 1,100 pounds of fertilizer were applied per acre plus nitrogen side dressing as other practices.

Of all the fields producing 100 bushels or more, the average yield per acre was 112.6 bushels. All fields were 5 acres or more in size and produced a total of 70,000 bushels of corn.

The average yield per acre of all members in the vocational agriculture departments in 1953 was 109.6 bushels and the top yield was 112.6 bushels compared to a top yield of 137.01 bushels per acre in 1954.

The full educational impact of the 100 Bushel Corn Club in the Canal Winchester vocational agriculture program is a matter of conjecture but the strong interest and cooperation of the farmers in the club and its activities indicate in some measure its value to the community. □

Organization solves some problems

Tippah County, Mississippi, vocational teachers overcome some of their difficulties through organization

S. E. MULLINS, Vo-Ag Instructor, Chalybeate, Mississippi

S. E. Mullins

A County Vocational Teachers Association, organized in the spring of 1949, and consisting of all the vocational teachers in Tippah County, is unique in that it is the only organization of its kind in the State of Mississippi. The organization was founded to help coordinate and improve the courses of vocational education in Tippah County.

The vocational agriculture and home economics teachers meet once a month for a business and study session. The group strives to coordinate all activities of these two phases of vocational education and to improve instruction through study and other activities.

Some of the Values

Since the formation of the association, participation in the Tippah County Fair has increased and the exhibits have been improved. Each year the association sponsors a parade through the streets of Ripley, the county seat, in connection with the FFA-FHA Day at the County Fair. There are prizes given to the different clubs for the highest percentage of members attending. This has increased the interest in the fair. The people of the county look forward to the parade.

The Family Night sponsored by the organization is one of the highlights of the year. On this night the members come together to review the year's work and to "visit" with the families of the members.

The association strives for closer cooperation with the agricultural agencies in the county. By meeting and working together, we find that the friction encountered in some cases has been eliminated. As a result of our meeting and working together, there is harmony among the different agricultural agencies in the county.

Another important event sponsored by the association is Achievement Day. This annual event, while only one year old, has become one of the most important occasions of the year. The different clubs meet at the county seat. The State Presidents of the FFA and FHA, along with District Supervisors of Home Economics and Agriculture, receive an invitation to review, with the teachers, the achievements and accomplishments of the FFA and FHA members. The different clubs not only "show off" their achievements, but also their local talent. Each local organization furnishes a picnic lunch and drinks are furnished by the association. This year, a greater achievement day is planned, with the selection of a County FFA King and FHA Queen, a fashion show by the local FHA organization, and window displays in Ripley by the different clubs.

Meeting Places Are Rotated

Another practice added this year is the local visitation program. In the past, the association had met in the county seat for its regular monthly meeting. This year the association holds the

(Continued on page 37)

Serve the school and community

You cannot afford to neglect either one

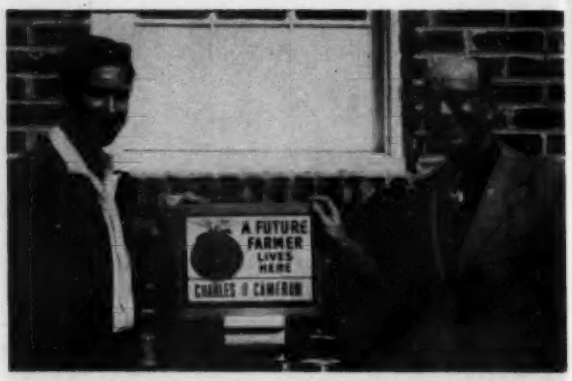
JOHN BALDWIN, Vo-Ag Instructor, Paxton, Florida

TO whom are we responsible as vocational agriculture teachers for the success or failure of our program? To the County School Board? To the principal of the school? I don't think so. Perhaps you might disagree with me, but I believe the final authority in our program rests with the people of the community. How do you justify your presence as a teacher in a school and the community? Do you feel it's your responsibility to have to justify your job as a public school teacher? I'm sure these questions have penetrated your thoughts at times, but speaking as a teacher of vocational agriculture we probably have been so busy trying to keep track of the rapidly changing agriculture and devising ways and means of passing it on to our students in a practical way, that we haven't taken time to reflect on the why's and wherefore's of our profession. It is my opinion that at some time during our tenure of service each one of us is going to have to answer these questions, if for no other reason than to stem the tide of uncertainty which might swell up within us during times when we are prone to try to justify our status as educators.

The Community is Final Authority

During my twelve years as a vocational teacher it has been my experience that the community is the final judge of our contributions as teachers in the training of farmers, as well as the improvement of the farmers' standard of living in the community.

If we can agree that the community should be the judge of our program, then it certainly is our responsibility to keep the people in the community informed of what we are doing in order that they may be able better to appraise the results of our efforts. I believe that at this point your community relationships begin to play a vital part in the wheel of education. Certainly a mutual understanding between parents and teachers in a common meeting ground on which to begin laying the foundation for a more balanced and practical vocational agriculture program. As I see it, there are three main avenues which may be used by an agriculture teacher to arrive at a good working relationship with the farmers and others in a community. First would be his direct contacts with the farmers through adult classes, farm meetings, advisory groups, and social and recreational activities. These associations provide a useful place for discussion of common problems. Another most important avenue is that of students' supervised farming programs. Here, the adults in a community see the first hand results of good practical, economical, and profitable farm teaching. This is the place where the community begins to formulate opinions concerning the worth of an agriculture department. To be sure, the relationship between community and the vocational agriculture department takes on new life and meaning with a well-planned and executed program of supervised farming.



Bobby Jo Senn, President, Paxton Chapter FFA, receiving a Future Farmer sign from Mr. P. Cauley, President of the Paxton Ruritan Club. The Ruritan Club gave each member of the local Future Farmer Chapter a Future Farmer sign for his home.

One Means to Improved Relationships

In my community I have another way of enhancing that vital relationship. I sponsored the organization of a Ruritan Club, which is composed of one-half farmers and one-half business or professional men in the community. Through this organization I am able to maintain good working relationships and, at the same time, bring together for community betterment the leaders in our community.

One example of how our Ruritan Club is working closely with our department is that the Club furnished each of the FFA members with a Future Farmer identification sign to be hung in an appropriate place at each boy's home. Our FFA Chapter also co-sponsored a rat eradication campaign with the Ruritan Club. They furnished the material and our boys mixed and distributed the bait. Many other similar projects have been conducted in cooperation with our school and community. This job of serving our school and community is a vital link in the pipeline of education and exemplifies the last line of the FFA motto: "Living to Serve." Yes, our job is big, but it is also noble. Very few people have the opportunity to work so closely with two of God's most important creations—the soil and youth. □

Changes in the magazine staff

Henry A. TenPas

DR. Henry A. TenPas, Head of Agricultural Education, Oregon State College, has been appointed Special Editor on the *Agricultural Education* Magazine staff. Dr. TenPas received his B.S. at Wisconsin in 1940; M.S. at Oregon State College in 1949, and his EdD at the State College of Washington in 1954. He has been at Oregon State since 1948.

Dr. TenPas was born and raised on a dairy farm in Eastern Wisconsin, took agricultural work at Waldo High School, and later returned to teaching agriculture in his home town of Waldo. He has spent fifty-two months in the Armed Services from 1941 to 1946. Three years professional experience as a vocational instructor and supervising teacher was acquired at Amity, Oregon.

Dr. TenPas entered the Department of Agricultural Education at Oregon State College in 1948 and worked with Professor H. H. Gibson for two years. When Professor Gibson retired, Mr. TenPas succeeded him as department head.

TenPas' specialties are in the fields of Curriculum and Rural Survey.

Garris Re-elected

E. W. Garris

PROFESSOR E. W. Garris, Head of the Department of Agricultural Education, University of Florida, has been re-elected as the Southern Regional representative on the Editing-Managing Board. He started his new four-year term on the Board July 1.

Professor Garris has been the Chairman of the Board during the year beginning July 1, 1954. He is succeeded in this position by Earl Little, Supervisor in New Hampshire, who is beginning his fourth year on the Board. The Board chairmanship is on a rotating basis, thereby assuring the position to each Region once every four years.

The staff of the *Magazine* provides representation for each of the four Regions in the United States and its territories. This applies to the business and policy of the *Magazine* as handled by the Editing-Managing Board, as well as to its content which is the primary responsibility of the Editor and Special Editors. Note the make-up of the staff to keep informed of who represents you.

Ohio locks the barn

Timely research can increase services to veterans of the community

J. H. LINTNER, Dist. Supervisor, Ohio

J. H. Lintner

AMERICA is "Research Minded" whether it be developing atomic bombs or solving the over production problem for farmers. The amount of money spent on research by governmental agencies and private industries is estimated to total three and a half billions of dollars annually. Agricultural research is about $175 million and educational research somewhat less. The hours of unpaid research by college students and the time given up by people being interviewed or filling out questionnaires defies estimation.

Do the results of this use of time and money warrant their expenditure? Most of us readily agree that they do and point with pride to the technological developments which have given us the highest standard of living in the world and enabled us to win two World Wars even though we are not a military nation. The next question, of course, is: Could the same or more effective results be secured in a more expeditious or cheaper manner? It is beyond the province of the writer to speak for all research, but for investigations in agricultural education it seems that we are usually evaluating the past in the faint hope that some of the findings may be used in the indefinite future. By the time the conclusions and recommendations are available, policy decisions have usually been made on the basis of an administrator's judgment or all too often on what appears to be expedient. In simple words we "lock the barn after the horse is stolen."

Institutional On-Farm Training is a good example. A national study of the World War II program, several regional studies, and numerous individual theses, either were not completed in time or were given little consideration in planning the program for Korean Veterans. In a workshop on the national study in Washington, D. C., in 1948, it was unanimously agreed that the time to initiate the research on any new educational program was the day the program started. Possibly this should be the day the first individual completes his course but the intent was to avoid the necessity of sampling and asking people to recall facts and opinions which have been out of mind for months or possibly years.

The Institutional On-Farm program for Korean Veterans is now past two years old and a number of veterans who have completed their entitlement or dropped out of training is constantly growing. Some day the effectiveness of this program will be evaluated against the previous one and compared with other forms of agricultural education.

To avoid the mistake of previous research and to provide information which will permit changes while program is in operation, Ohio has developed a plan for securing data as each student terminates his program. The system is simple and easy to administer. It will provide information which will indicate which aspects are successful and what weaknesses must be corrected.

Will this Korean veteran continue his agricultural training? His answer and his reasons for continuing or terminating his program can help us in future programs.

Each teacher is provided with a schedule or questionnaire which he sends to the state office with his monthly report whenever a veteran completes his course or drops out of class during the month. A mailed questionnaire is sent to the veteran to secure his judgments independently of those held by his instructor. The teacher provides most of the factual data such as farming arrangement, length of training, etc. The veteran makes an appraisal of the value of the various phases of the program, scope of instruction, classroom and shop facilities, and tuition charges. Both the teacher and student make an appraisal of the probable reason for discontinuance and a prediction as to the probable future occupation of the veteran.

By securing information at the time training is terminated, the error of sampling is avoided, tabulation on a quarterly and yearly basis is easily done and constructive action can be taken at once instead of waiting for another program to be started. Revisions of questionnaires can be made from time to time as experience indicates.

The number of veterans who have completed or interrupted training in Ohio is not large enough to summarize at this time. The biggest reason for discontinuance has been domestic difficulties within the family or with the "in-laws." Excessive distance to travel to classes has not proved to be the problem anticipated. The cut back in educational benefits (subsistence) has not been felt to any appreciable extent.

The Ohio system not only will lock the barn before the "research horse" is stolen but it is hoped that it will approach the "quality control" of industry. While not pure research, the continuous evaluation of quality control permits corrections to be applied immediately in specific situations independently of the long time program. For example, if an individual teacher is having trouble because of failure to meet individual needs in his classroom or on-farm instruction, a supervisor can provide immediate help without waiting for a trend to show up in the entire program.

Although the questionnaires or schedules are only two pages each, they are too long to be reproduced as a part of this article. Interested persons will be sent a copy if a request is directed to the writer at the *State Department of Education, 220 S. Parsons Avenue, Columbus, Ohio.* Possibly other states have something similar in operation. Let us hear from them and out of this may grow some functional research which will make any future, regional, or national work-study easier to accomplish and much more timely. □

Organization solves - - -

(Continued from page 35)

monthly meeting at the various schools. By visiting other schools, we find that ideas can be exchanged and programs of work can be improved. After the meeting, the department is inspected and suggestions and ideas for improving the physical plant are offered. By so doing, we feel not only that the teachers benefit, but the pupils benefit by better instruction.

The association is financed by membership dues and gifts we receive from the Ripley Business Association. The financial success of the association is due largely to the donation received each year from the Ripley Business Association. This money is used to promote the youth work in the county.

The vocational teachers of Tippah County are justly proud of their organization. □

Increased service through coordination

Vocational agriculture teachers in Newton County, Mississippi, have obtained results in working with other agencies

W. T. TAYLOR, Vo-Ag Instructor, Newton, Mississippi

IN Newton County, Mississippi, an organization known as the "Coordinating Council of Agricultural Workers" meets monthly, and more often when needed. All agricultural services of the county are represented on the Council. The presidency is rotated each year from one agricultural service to another.

This group became active in 1943, after the State heads of all agricultural services or their representatives had made a two-day visit and tour of the county. The services represented were: Vocational Agriculture, the Agricultural Extension Service, ASC, Soil Conservation Service and FHA. It is believed that the cooperative spirit of the heads of these services meant much in the success of the program. Over the years when the summer tours have been made, State heads of all services or their representatives have been present.

In 1951, the Newton County Coordinating Council of Agricultural Workers, along with the district junior college, high schools and businessmen, inaugurated the **Newton County Rural Development Program** with the purpose of having organized agricultural and home-improvement instruction in every community in the county. Communities within school districts having departments of vocational agriculture were served by the vocational agriculture teacher and members of his adult farmer classes. Communities served by schools not having vocational agriculture departments were served by workers from other agricultural agencies.

All Services Participated in Plans

The members of the Council obtained and studied all available experimental agricultural information. The practices of successful farmers were also studied. This served as a basis for setting up a basic guide for farmers in carrying out practices. This guide was set up in the form of a score card for use by the individual farm families. It provided credit for each approved practice carried out by the family on all major enterprises in the county and provided standards of excellence for home and farm improvements. The score card has been revised each year with the help of representatives from each community in the county. The standards of performance have been gradually raised. The score card served as a basis for county-wide competition between the various communities.

The businessmen of the county have contributed $2,500 each year for prizes and expenses of promoting the program. In December a round-up is held in which the winners are determined and the prizes awarded. Prizes are awarded to both communities and individuals on the basis of their farming achievements. At this time farmers, businessmen and others are given a chance to discuss the benefits of the program.

Results Have Been Satisfying

As a result of this program there has been a revival of community spirit. Attendance at adult farmer classes has continued to increase, and new practices are being accepted and applied by farmers. There also has developed a new and closer understanding between rural and urban people of the county. Business and town people are invited to attend rural meetings, and in many cases the invitations have been accepted.

The agricultural workers, such as Agricultural Extension Agents, Soil Conservation Service workers, etc., who cover the county report that they are able to contact farmers more readily. Their program has been more readily accepted because of better understanding by the farmers of the purposes of these county-wide programs.

Summer Tours Are Important

Tours of the communities are conducted each summer and are well attended by business and professional as well as farm people. On some of these tours a caravan of cars has stretched a distance of two and one-half miles. Such tours usually last all day. Lunch is furnished by the three banks in the county.

Interest Continues to Spread

Twenty organized communities have participated in the program. These twenty communities cover about 60% of the area of the county. The activities of the Newton County Rural Development Program are being broadened to include rural recreation. As a result of this broadened program individual communities are building community houses for meeting places. These community houses are not palatial, but they meet a real need for many communities. The building shown in the picture below is a small community house being completed by the Liberty community in Newton County. In most cases the prize money won by the community is used to help defray the cost of building the house. An effort is made to provide recreational facilities in these community houses.

All Services Praise the Program

Given below are the opinions expressed by the various agricultural workers in the county. Mr. O. L. Turman, Work Unit Conservationist for the county, says:

"I came to Newton County as Work Unit Conservationist with the Soil Conservation Service in September, 1942. At that time the district had been in operation about one year and the work was just getting started."

"Upon arriving, I found that Joe Taylor, an old friend and college mate of mine, was County Agent and about the only person I knew in these parts. It didn't take me long to find out through him, that with the personnel stationed here and the cooperation that existed among the agricultural workers, that this was going to be a wonderful place to work."

This community house in the Liberty community, Newton School District, is nearing completion. Such buildings are symbolic of a true community spirit and result from the cooperation and stimulus of all related agencies.

A typical planning conference with all agencies participating. Represented from left to right around the table are—F.H.A., Coastal Plains Branch Exp. Station, SCS, Extension Service, ASC, Vo-Ag teacher. Everybody works and everybody contributes.

"In 1943, all local agricultural agencies invited the heads of the different departments to a two-day meeting to assist the local county workers in planning a coordinated agricultural program. This has been one of the most far-reaching programs we have ever had."

"The Coordinating Council is the backbone of our agricultural program in Newton County. The Council members are not all agricultural workers. The membership consists of farmers, businessmen, preachers, school teachers, and any other people who are interested in the development of a sound, coordinated agricultural program."

"The vocational agriculture teachers and county agent have given us excellent cooperation in holding and assisting us with meetings, tours and demonstrations on conservation practices. Some of the vocational agriculture teachers have requested a copy of the Soil and Water Conservation Plan so that they may assist the farmers in establishing their conservation practices planned according to the capability of the soil."

"The cooperation extended to us by the ASC and FHA county administrators has been greatly appreciated. The ASC program is very closely linked with the SCS program and our work together on permanent type practices has been very pleasant. The Farm Home Administration encourages their farm owners to have a Soil and Water Conservation Plan made for their farms. They assist these farm owners in establishing the conservation practices planned."

"The Coastal Plains Experiment Station superintendent gives us an opportunity to visit the station as often as we like to review results of different experiments carried out by them."

"September 2, 1955, will mark my thirteenth year in Newton County, and I would like to state that I have never worked with a nicer group of people. All agricultural agencies work and cooperate to the fullest extent for an agricultural program that I believe is second to none. I am deeply grateful for having an opportunity to work with this group of unselfish people who have this point in mind: Unless we lay it to heart, our Country will become desolate."

Joe C. Taylor, County Agricultural Extension Agent, has some complimentary remarks about the effectiveness of the organization:

"Since I have been in the County, approximately fifteen years, we have had a Coordinating Council meeting each month with all agencies and groups participating. The main thing we have tried to do is to have an agricultural program with no local agency trying to steal the show, each one playing fair and ready to cooperate at all times. In this way, I think we have come nearer getting more cooperation among the farmers than in any other way."

"We have accepted each program and put it over as best we could. Each agency and agricultural worker has been frank and expressed his feelings; in this way there has been no misunderstanding among the groups. As far as we know, there has not been a traitor in any group."

Leon Johnson, County Supervisor for FHA, also lauds the county organization:

"I came to Newton County in July of 1954 as Farmers Home Administration County Supervisor, and I would like to say with great pride that I have found that the agricultural agencies work together the best that I have ever seen. In our County Committee work, each agency has a clear understanding of the working of other organizations."

"We have our Coordinating Council meetings once each month and all agencies take a part in the meetings. I feel that the Coordinating Council of Newton County is doing a very outstanding job."

"I would like to say again that it is a great pleasure for me to have the privilege of working with a group of people that work together as they do in Newton County."

As the Vo-Ag teacher and other agricultural workers of the county conduct farm tours, they have unlimited opportunities for showing the agricultural progress of the area. The Newton County, Mississippi, Co-ordinating Council of agricultural workers takes advantage of this opportunity. Farmers, businessmen, educators and professional men participate in these annual tours. (Photo by W. T. Taylor)

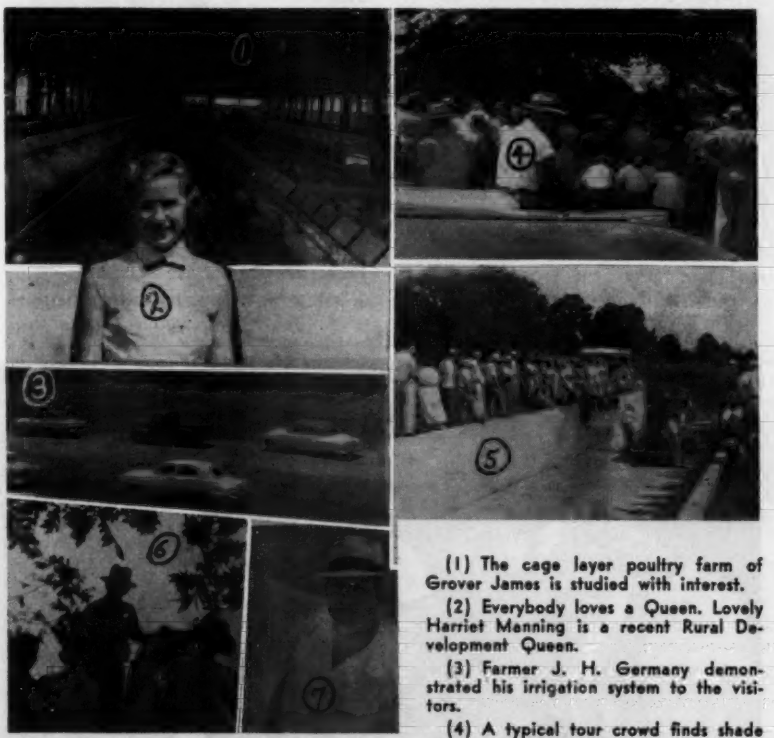
Mr. W. K. Prince, Editor of the County newspaper, the *Newton Record* states:

"Since the inauguration of the Community Development Program in Newton County, I can see a definite trend toward a closer, interwoven community spirit which prevails throughout the county among the farmers and business men. The program has been very beneficial to the newspaper, as we carry each community's activities. This has helped increase our subscription list, thus giving us additional space, due to readership."

(Continued on page 47)

HIGHLIGHTS OF THE 1954 COUNTY FARM TOUR

The farm-tour-day is one of the climaxing events of the Rural Development Program.



(1) The cage layer poultry farm of Grover James is studied with interest.

(2) Everybody loves a Queen. Lovely Harriet Manning is a recent Rural Development Queen.

(3) Farmer J. H. Germany demonstrated his irrigation system to the visitors.

(4) A typical tour crowd finds shade at the Mack Foy farm.

(5) Concrete-lined trench silos have been emphasized. Here Robert Carlton shows the visitors one he has just completed.

(6) Farm machinery dealers provide refreshing ice water along the route.

(7) W. A. Vincent, President of East Central Junior College, and 1954 president of the County Rural Development Program. (Photo by W. T. Taylor)

How should we adjust to - - -

Changes in rural living

with programs of education

ELWOOD M. JUERGENSON, Teacher Education, University of California

E. M. Juergenson

IN the current operation of Vo-Ag one of the most frequently posed questions is whether or not the objectives and practices of those in Vo-Ag are in accord with present day rural needs. It is common knowledge that some administrators question the small student teacher ratio of Vo-Ag, the higher cost per pupil compared to school averages, or the terminal nature of the 12th grade program, and of course many others. Even communities which have approved and recently constructed modern facilities, wonder about the dwindling number of Vo-Ag students proportionally, at least when compared to overall student growth. Teachers of Vo-Ag themselves are puzzled by fewer and fewer numbers of bonafide agricultural students in their classes, by the increasing difficulty of getting boys established in agriculture, plus the variety of occupational interests that are existent in their students and yet somewhat foreign to the basic purposes of vocational agriculture. True, glowing exceptions are always apparent in every department and each can single out classic examples of getting boys established in agriculture, percentage-wise; however, this group is growing smaller and this factor is of vital concern to everyone in vocational agriculture.

Many reasons have been advanced to explain this trend, some perhaps without adequate proof, yet all reasonably obvious to those close to the situation. For example, the job of the farmer has changed. Operations classed as servicing of agriculture and custom work have left the farm and are no longer considered a function of the farm. Farming as a way of life has a different connotation now than in former years. Farm labor, particularly in specialty crops, does not resemble the hired hand of yesterday. These and many others affect both directly and indirectly the place of vocational agriculture in a modern educational program.

Change in Source of Income

It would be difficult to single out which factor is most significant in influencing changes and attitudes toward the objectives and place of Vo-Ag in modern education. Yet this fact seems to stand out as basic to the unrest that is generated—that more and more farm people are not exclusively occupied in agriculture but participate in the general industry of the nation.

Gainfully Employed Farm Residents in Non-agricultural Occupations

Year	*Men* %	*Women* %	*Total* %
1930	13	62	18
1940	23	69	28
1950	28	67	34

In reviewing the farm population, Varden Fuller, Associate Professor of Agricultural Economics, University of California, has made a number of significant analyses concerning California's Farm Population. He states:

"At present, approximately one-third of the gainfully employed farm population have non-agricultural occupations. For the past three decades—as shown in the preceding data from the census of 1930-50—approximately two-thirds of all gainfully employed farm women have been in non-agricultural occupations. The proportion of gainfully employed farm men in non-agricultural occupations is considerably smaller but is consistently increasing."

Is it any wonder in view of such a trend that getting boys permanently established in full-time farming is a difficult task?

He further states: "that off-farm employment is by no means limited to the operators of part-time or residential farms. Commercial farm operators, too, extensively participate in off-farm economic activities, and although such activities most frequently occur on the smaller commercial farms, they occur to a significant extent on the larger farms as well.

Relation of Size of Farm Income to Extent of Off-Farm Work

Commercial farms classified by value of products sold in 1949	*Farm operators in each class working 100 days or more off the farm* %	*Farm operators in each class with other family income exceeding value of agricultural products sold* %
1. $25,000 and over	8.3	4.9
2. 10,000-24,999	11.7	8.8
3. 5,000-9,999	17.3	14.7
4. 2,500-4,999	27.8	26.4
5. 1,200-2,499	37.8	43.4
All commercial farms	19.6	18.7

Farm operators having substantial off-farm activities are not found on particular types of farms. Although some differences are shown among the various types of farms, the following table in-

Each year the Modesto H. S. Agri. Department holds a faculty tour to visit students' farming programs. This has been found to be of great benefit for the agricultural department as well as for the students who have the opportunity to "show off" their projects to their teachers.

The Modesto H. S. FFA rents 2½ acres of almonds on which all work is done by the students. The FFA also owns a Ferguson tractor which is used to cultivate and help harvest the almond crop. This tractor with attachments is also available to be used on farming programs on a rental basis.

dicates general occurrence of substantial off-farm activities:

Relation of Type of Farming to Off-Farm Activities

Commercial farms by type	*Farm operators in each type working 100 days or more off the farm* %	*Farm operators in each type with other family income exceeding value of agricultural products sold* %
Cash—grain	15.2	12.0
Cotton	19.3	12.6
Other field crop	10.1	9.9
Vegetable	12.2	10.0
Fruit and nut	25.7	23.3
Dairy	13.4	11.5
Poultry	20.3	25.2
Other livestock	28.4	19.5
General—primarily crop	16.0	12.6
General—primarily livestock	20.1	28.6
General—crop and livestock	16.2	18.4
Miscellaneous	16.2	15.7

In 1950, the census count of California farms was 137,168. Of these 38,000 were classified as part-time, institutional, or residential units, which leaves the number of commercial farms at 99,168. As the preceding table indicated, approximately one-fifth of the operators of these commercial farm units have off-farm sources of income that exceed the gross income of the farm.

Effect of Industrialization

It is readily granted that this problem is probably more acute in some states than in others, perhaps even more so in California. While the value of agricultural products in California is more than other states, agriculture is still second to the manufacturing industry. Thus only around 6% of the population live on farms and so resembles other industrialized states.

Another interesting and important fact is that the labor performed on California farms is done to a considerable degree by part-time and contract labor. Exactly where and how these people fit into a vocational training program cannot help but promote some interesting speculation.

Prof. Fuller points out that "off-farm residence was particularly characteristic of farm laborers—70%—but was also widespread among operators—28%.

In the April 1950 census, the total number of people who reported being employed at that time on farms exceeded—by approximately 55,000—the number of people having agricultural occupations. This suggests that many people, who did not regard themselves as being occupied in agriculture, nevertheless did some farm work. If so wide a difference is found in April—a very slack month in farm work—it would surely be much wider at the seasonal peak in September or October, when the number of temporary farm workers—most of whom would not consider agriculture their regular occupation—is vastly increased.

However, from what information is available, the labor force of California agriculture—as of 1950—can be roughly estimated and divided into three categories, as shown in the following table:

Type of worker	*Category A**	*Category B***	*Category C****	*Total*
	in 1000s			
Farm operators	80	19	38	137
Unpaid family workers	7	15	30	52
Hired laborers	75	95	180	350
Total	162	129	248	539

*Regular, year round.
**Regularly occupied in agriculture but intermittently employed.
***Casual and incidental workers.

For many of these farm people Vo-Ag instruction is meeting their needs but the question arises, is it satisfactorily functioning for those who are not wholly established in agriculture, not to mention the host of fringe areas where no one ventures to say as to where responsibility in Vo-Ag ends.

The situation in this particular state (California) is important because it can demonstrate and perhaps indicate a trend. Decentralization of industry is here and expanding rapidly. Availability of other sources of energy, for military reasons and for aesthetic reasons, is causing the countryside to become a manufacturing center and bring with it of course a population shift.

It would seem logical that many other states can expect, if they have not already, a similar change in their farm population.

Must vocational agriculture shift, or add to its function, or can the needs of rural populations be met by measures that were introduced when rural America was rural? □

Type of worker	*Place of Residence*			
	Rural farm	*Rural non-farm*	*Urban*	*Total*
Farm operators	80,723	10,889	20,220	111,842
Unpaid family workers	9,615	1,209	1,445	12,269
Hired laborers	58,396	60,899	51,137	170,432
Total	148,734	73,007	72,802	294,543

Some recent findings in research

Reported by - - -

ROY DUGGER, Graduate Assistant, Oklahoma A. and M. College

Vo-Ag Students Make Better Grades

IN a comparison of college grades received at Oklahoma A. and M. College by students having and not having vocational agriculture in high school, Paul A. Bell uncovered some interesting facts. The subjects of this non-thesis study consisted of 417 students who completed two years of work in the School of Agriculture during the spring of 1953.

Roy Dugger

Students having a high school background in vocational agriculture made consistently higher grades in those college subjects related to agriculture. The grade differences between the two groups were not statistically significant when only those college courses not related to agriculture were compared. Both groups showed similar weaknesses in grades received in English, history, and mathematics. While 35.1 per cent of the students with a background of high school vocational agriculture dropped out of college, 44.1 per cent of the students with no high school background in vocational agriculture dropped out of college.

* * *

Vo-Ag Teachers Work Full-Time

A non-thesis study made by Carroll K. Darrow which involved one-hundred Oklahoma teachers of vocational agriculture with five or more years of teaching experience indicates the successful Vo-Ag teacher is a busy man. According to the respondents, a typical full-time teacher has from twenty-three to fifty-one all-day students. He teaches one to three organized out-of-school classes of sixteen members each. Additional time is devoted to service agricultural, civic, educational, and religious organizations in his community. He attends college to earn at least three semester hours of credit every five years.

The teachers surveyed were of the opinion that the average teacher of vocational agriculture should retire before he is sixty years old, and that a person should not enter the profession after he is forty years of age.

* * *

Planning the Work

Ninety-nine of the one-hundred Oklahoma Vo-Ag teachers interviewed by Doyle E. Edge indicated they had a

(Continued on page 42)

Sources of information used by farmers

Knowledge of informational sources used by farmers can help you in serving them

JASPER N. BAKER, University of Minnesota

A study* recently completed in Minnesota provides information useful to Vo-Ag teachers and other workers in a community who have a part in serving farm families. The purpose of the investigation was to determine: (1) what sources farmers use for farm information; (2) to what extent farmers' opinions coincide with published State Agricultural Experiment Station findings; (3) whether (1) and (2) above are affected by age, educational level, tenure status, or size of farming operation; and (4) whether validity of farmers' opinions can be associated with use of particular information sources.

Respondents indicated agreement or disagreement with 30 statements based on experiment station recommendations, and indicated sources from which most information had been received relative to each of the 30 statements. The information was obtained by farm visits to 110 randomly selected farmers in Rice County, Minnesota.

Findings

The 110 farmers reported having received information from an average of 8.55 different sources. The source most frequently reported was "Magazines or newspapers," followed in order by "Bulletins," "Neighbors or relatives," "Agriculture teachers," and "County agents." Particular sources were utilized more heavily for livestock information; others more heavily for crops-soils information.

It was observed that some sources were utilized more intensely than others. Among those more intensely used were "Magazine or newspapers," "Agriculture teachers," "Bulletins," and "Evening classes."

Significant differences were observed in the extent to which groups of farmers of varying age and educational level utilized particular sources. Younger farmers made greater use of "Bulletins," "Evening classes," "Agriculture teachers," and "Veterinarians"; older farmers made greater use of "Neighbors or relatives," "Farm organization meetings," "County agents," and "Magazines or newspapers." Farmers having no high school education made greater use of "Neighbors or relatives;" while farmers having some high school education made greater use of "Bulletins," "County agents," "Feed, produce, or machinery dealers," "4-H Club programs," "Magazines or newspapers," and "SCS program." Tenure status appeared to be little associated with the use of particular sources. There was insufficient difference in the size of farming operations to provide adequate data for tests of significance.

As regards the validity of farmers' opinions, the 110 farmers checked an average of 70.18 per cent of the statements correctly. Livestock statements were checked incorrectly 17.60 per cent of the time; crops-soils statements, 10.16 per cent. There was little relationship between age and the validity of farmers' opinions; the older group checked a slightly higher proportion of statements incorrectly. Little relationship was observed between either educational level or tenure status and the validity of farmers' opinions.

Significant relationships were observed between the validity of farmers' opinions and the tendency to use particular information sources. Farmers checking a greater number of the statements correctly received significantly more information from "Agriculture teachers," "County agents," "4-H Club program," "Container labels or operation manuals," "Magazines or newspapers," and "Radio or television." Farmers checking a smaller number of the statements correctly received significantly more information from "Neighbors or relatives," "Farm business experience," and "Advertising circulars or catalogs."

General Conclusions

Farmers get information from many sources. The Agricultural Extension Service of the State University and the Vocational Agriculture program of the public schools are the direct source of approximately one-third of the information the farmer receives. The possibility of the Extension Service and Vocational Agriculture disseminating more information by radio, television, magazines, and bulletins, warrants extensive investigation. Certain personal, as well as farm, characteristics influence the extent to which farmers utilize particular information sources. Not all farmers are well informed concerning agricultural experiment station findings. □

*A study of the relative effectiveness of sources from which Farmers get information regarding Agricultural Experiment Station results. University of Minnesota.

Number of times information was received from the various sources by the 110 survey farmers, and percentage of the total use accredited to each source.

Source	*No. of Times Reported as Source Used*	*Percentage of Total Use*
Magazines and newspapers	1396	22.75
Bulletins	699	11.39
Neighbors or relatives	654	10.66
Agriculture teachers	449	7.31
County Agents	351	5.72
Farm organization meetings	342	5.57
Veterinarians	312	5.09
Advertising circulars or catalogs	300	4.89
Farm Business experience	294	4.79
Feed, produce or machinery dealers	248	4.04
Radio or television	240	3.91
SCS Program	208	3.39
Field days	148	2.41
Container labels or operation manuals	141	2.30
Evening classes	124	2.02
FFA program	98	1.60
4-H Club program	72	1.17
Bankers	54	.88
Others	5	.08
	6135	

Some recent findings - - -

(Continued from page 41)

teaching plan. Eighty-eight reported a four-year plan. One-fourth of the teachers included in this non-thesis study felt their teaching plans would be more usable if they were revised.

The three reasons rated highest by the teachers for attempting to follow a plan were: (1) less worry about what to teach; (2) makes the work more interesting for the boys; and (3) eliminates useless repetition. Three-fourths of the teachers listed frequent changes in the school schedule as the major cause for having to vary from their teaching plan.

It was recommended that each teacher prepare an individual teaching plan, with major consideration being given to the needs of the students. The Agricultural Education Department should organize the undergraduate work in program planning to include meaningful material. College extension courses should be organized to provide instruction in program planning on the graduate level. Program planning should also be included in district and other professional improvement meetings.

Bibliography

1. Bell, Paul A. Comparison of College Grades Received by Students Having and Not Having Vocational Agriculture in High School. Nonthesis College. 35 p.
2. Darrow, Carroll K. A Study of Teaching Load Recommendations of Experienced Oklahoma Vocational Agriculture Teachers. Nontheses Study, 1953, Oklahoma A. and M. College. 95 p.
3. Edge, Doyle E. The Value and Usefulness of Annual Teaching Plans Expressed by Teachers of Vocational Agriculture in Oklahoma. Nonthesis Study, 1954, Oklahoma A. and M. College. 49 p. □

Professional *and* Teaching Aids

A Program for Young Farmer Instruction in Vocational Agriculture in the State of Maine. H. S. Brunner, Department of Agricultural Education, The Pennsylvania State University, State College, Pa. 1954. One copy free to each supervisory and teacher training office. 4 pages.

This mimeograph was developed in a workshop for teachers of vocational agriculture at the University of Maine. Objectives and evaluation criteria were developed.

Facts and Information for Estimating Budgets for Productive Enterprise Projects in Vocational Agriculture. F. Fox and N. K. Hoover, Department of Agricultural Education, The Pennsylvania State University, State College, Pa. 1954. 25 cents per copy. 40 pages.

This is a collection of basic information, in handbook form to be used by students as they plan individual farming programs and prepare budget estimates.

A Suggested Four-Year Course Outline for Teaching Farm Mechanics. D. R. McClay, Department of Agricultural Education, The Pennsylvania State University, State College, Pa. 1954. 10 cents per copy. 19 pages.

This four-year course outline was developed to help teachers plan for the farm mechanics phase of his vocational agriculture program. It should be changed and supplemented to meet local conditions.

Essentials of an Individual Farming Program. G. Z. Stevens, Department of Agricultural Education, The Pennsylvania State University, State College, Pa. 1953. One copy free to each supervisory and teacher training office. 4 pages.

Involvement in major livestock enterprises, the crop production and soil management problems, the mechanized farming abilities, and the management of the farm business are discussed as the four aspects of a farming program.

Lessons in Farm Electrification, Miscellaneous Publication, No. 2. E. F. Oliver, R. N. Jones, D. R. McClay, F. Anthony, College of Agriculture, The Pennsylvania State University, State College, Pennsylvania. 1954. 50 cents per copy with a minimum order of $1.00 (2 copies) 40 pages.

This publication was prepared for teachers of agriculture by members of the Agricultural Education and Agricultural Engineering Staffs. It contains eight lessons involving the principles and the application of electricity.

Approved Practices for the Dairy Calf Enterprise, N. K. Hoover, Department of Agricultural Education, The Pennsylvania State University, State College, Pa. 1953. One copy free to each supervisory and teacher training office. 14 pages.

Young and Adult Farmer Activity Record in Vocational Agriculture. G. Z. Stevens, Department of Agricultural Education, The Pennsylvania State University, State College, Pa. 1954. One copy free to each supervisory and teacher training office. 4 pages.

This four-page activity record is printed on a manila folder. It provides for recording information about the young farmer for five years' membership in a young farmers program.

Mifflinburg Young Farmers Handbook. G. Z. Stevens and Fred C. Snyder, Department of Agricultural Education, The Pennsylvania State University, State College, Pa. 1954. One copy free to each supervisory and teacher training office. 17 pages.

The Mifflinburg Young Farmers Association was organized in 1939 and has met regularly since that time. Many valuable ideas regarding organization and programming can be gotten from the publication.

Evaluation Form for Audio-Visual Aids. G. Z. Stevens, Department of Agricultural Education, The Pennsylvania State University, State College, Pa. 1953. One copy free to each supervisory and teacher training office. 1 page.

The Evaluation Form for Audio-Visual Aids provides for a brief description, special features, and an over-all rating of the visual aid.

A Contest in F.F.A. Chapter Procedure. G. Z. Stevens, Department of Agricultural Education, The Pennsylvania State University, State College, Pa. 1954. One copy free to each supervisory and teacher training office. 6 pages.

The contest outlined here is intended to help boys in local Chapters develop the abilities of a presiding officer and to become an effective member in ordinary business meetings.

Use of the Executive Committee in Building the Program of Work. G. Z. Stevens, Department of Agricultural Education, The Pennsylvania State University, State College, Pa. 1952. One copy free to each supervisory and teacher training office. 6 pages.

This mimeograph is prepared as a dialogue in which the officers and several members of an FFA Chapter are the principal participants. The proper procedure is demonstrated by role playing.

This list of approved practices was prepared with the aid of dairy specialists at The Pennsylvania State University as an aid for students in planning their supervised farming programs. It is one of several such lists for the livestock and crop enterprises.

Pasture Improvement and Maintenance Suggestions, Progress Report No. 109. G. M. Love, J. B. Washko, R. P. Pennington, Agricultural Experiment Station, The Pennsylvania State University, State College, Pa. 1953. One copy free to each supervisory and teacher training office. 19 pages.

This is a well-illustrated publication giving nine subdivisions of the unit on Pasture Improvement and Maintenance. It is designed for use with high school students as well as young farmers in vocational agriculture.

A Scale for Self-Appraisal of Successful Teaching. G. Z. Stevens, Department of Agricultural Education, The Pennsylvania State University, State College, Pa. 1952. One copy free to each supervisory and teacher training office. 4 pages.

Six major headings, in terms of meaningful learning, are given as a device for self-appraisal of successful teaching.

Corn Growing Suggestions. Department of Agricultural Education Staff. Department of Agricultural Education, The Pennsylvania State University, State College, Pa. 1954. 15 cents each. 19 pages.

A well-illustrated unit on efficient corn production. It is developed around the "Problem Solving" approach as a means of making learning meaningful.

Production Goals for Crop Enterprise Projects in Vocational Agriculture. Experiment Station Bulletin 570. J. O. McCurdy, N. K. Hoover, H. S. Brunner, Department of Agricultural Education, The Pennsylvania State University, State College, Pa. 1953. One copy free to each supervisory and teacher training office. 20 pages.

Bulletin 570 reports a thesis study (M.S.) and presents efficiency factors and standards for 17 crop enterprises as well as a suggested procedure for applying the information to supervised farming programs.

A Guide for a Course in General Agriculture for High Schools in Maryland. Prepared by class members. Agricultural Education Department, College of Agriculture, University of Maryland, College Park. 1951. Single copy free. Forty-nine pages.

Suggests a course of study in general agriculture. Ten units are developed. The units are broken down into: importance; goals and objectives; activities, problems and questions; references, films and a work list.

The Possibilities of Systematic Education for Young and Adult Farmers in Maryland. The report is in four parts:

Part I—Survey of School Administrators—Misc. Pub. 172
Part II—Survey of Vocational Agriculture Teachers—Misc. Pub. 204
Part III—Survey of Special Instructors of Veterans—Misc. Pub. 206
Part IV—Survey of Farmers in Selected Communities—Misc. Pub. 208

Ray A. Murray and Arthur M. Ahalt. Agricultural Education Department, College of Agriculture, University of Mary-

(Continued on page 44)

Are you helping in research?

A service you can render

STANLEY J. REEVES, Graduate Assistant, Cornell University, Ithaca, N. Y.

Stanley J. Reeves

Most vocational agricultural teachers have more than enough to do without the thought of undertaking research problems. You are probably no exception. However, most of us will agree that more research is needed in every field. Agricultural Education is no exception.

At the North Atlantic Regional Conference held in New York City in April, 1955, the committee on research presented a list of more than forty "suggested studies" in which research could be and should be carried out. This list might have included a hundred or more "suggested studies." There are plenty of areas in which research could be done. There will always be a necessity for more research. We will never reach the point where all research is completed and no more is needed.

Graduate students, teacher-trainers and supervisors get most of the credit for research in agricultural education. Most of this research would not have been completed without a great deal of help from teachers. Nearly all of you who have taught for a year or more have received one or more letters from someone doing research asking you to take some time (usually ranging from a few minutes to an hour or so) to fill out a postal card or questionnaire in regard to some area related to agricultural education. What do you do when you receive a letter like this? Do you make a note to answer at your earliest convenience or does it go into file 13?

A graduate student at Cornell recently received replies to sixty-two per cent of the letters he sent to the agricultural teachers in New York State. He only requested the return of a postal card which was included in the letter. There was no cost to the teacher other than about five minutes of his time. Even then some of these replies were not received by the researcher until more than a month after the requests were sent to the teachers. Other researchers have reported getting fewer responses than indicated above. Some researchers believe they are getting a good response if they get an answer from half or less of their requests.

It is not that agricultural teachers, or anyone else for that matter, are opposed to research. The Salk polio vaccine test, in which thousands of children, with their parents' consent, participated in one of the largest research projects ever conducted in this country, shows that people are aware of the need for and are willing to participate in aiding research. Undoubtedly many of you had a part in this extensive research project.

Some of the "suggested studies" listed by the research committee at the North Atlantic Regional Conference are listed below. (A complete list of the "suggested studies" can be obtained from any State Supervisor or Teacher-Trainer in the region.)

Determining:

1. The effectiveness of vocational agriculture toward establishment in farming.
2. The extent to which vocational agriculture is now meeting the needs in the region.
3. The relative effectiveness of different patterns of teaching.
4. Methods of instruction used in Vo-Ag classes.
5. The effective influences of an advisory committee.
6. Changes needed in the vocational agriculture program.
7. Relative effectiveness of integrating young farmer and adult farmer groups vs. having separate groups.
8. What constitutes a satisfactory supervised farming program.

Results of research in any of the above mentioned studies would be beneficial to all of us concerned with education in vocational agriculture.

Research is a cooperative proposition. To carry out these and similar studies requires cooperation between the researcher and the men in the field. The researcher has the time and facilities to organize and carry out the research problem but he lacks the evidence upon which to base his conclusions. The men in the field lack the time and facilities for conducting the research but they can furnish the evidence that the researcher needs. Lack of time and money makes it impossible for the researcher to visit each teacher. Therefore, in many instances, the requests for information are mailed.

What becomes of many of the requests for replies depends on the attitude of the person receiving the request. Why do so many of these requests apparently end up in file 13? Only those who fail to answer these requests can answer that question.

The following reasons would seem to justify why we all should assume our share of responsibility in contributing to research studies.

1. There is a feeling of pride in knowing you have contributed toward the success of the project.
2. The results of the project could have a direct effect upon the contributor and his work.
3. It is an opportunity for a contributor to "take inventory" of certain phases of his own program.
4. It improves professional relationships.
5. It contributes toward advancement of the profession.
6. The contributor is better informed on what is taking place in the areas of research.

Although research studies tend to be more valid when a greater percentage of responses are received, one must not overlook the fact that accurate responses are more important than the number.

Why not endeavor to have a part in more research projects? The next time you receive a request for information in regard to some study being undertaken, why not make an extra effort to see that the study will be more valid because you did your part? □

Professional aids - - -

(Continued from page 43)

land, College Park. 1953 and 1954. Single copies free. Ninety pages.

A survey of the experience and beliefs of school administrators, vocational agriculture teachers, special instructors of veterans and farmers in selected communities in regard to the possibility of the further development of the young and adult farmer programs in Maryland.

Suggested Books for High School Agriculture. Number 7. Arthur M. Ahalt. Agricultural Education Department, College of Agriculture, University of Maryland, College Park. 1954. Single copies free. Eleven pages.

A compilation of suggested books for high school agriculture based on a survey of the teachers of vocational agriculture in Maryland. The list is broken down into eleven areas and also includes a list of publishers.

A Guide for the Summer Program of Work for Teachers of Vocational Agriculture in Maryland. Number 3. Prepared by class members. Agricultural Education Department, College of Agriculture, University of Maryland, College Park. 1952. Single copy free. Nine pages.

Suggests a breakdown of the summer program of work into six areas and then discusses appropriate activities under each of these six areas.

Successful Young and Adult Farmer Classes. Number 6. Ray A. Murray and Lloyd C. Biser. Agricultural Education Department, College of Agriculture, University of Maryland, College Park. 1953. Single copies free. Fifty-seven pages.

Summarizes the practices of 170 successful teachers over the United States in conducting young and adult farmer classes, including descriptions of twenty young and or adult farmer classes.

Check the list of themes for Volume 28, found in the April issue, and decide now to prepare an article appropriate to one or more of them. Don't forget to include some appropriate pictures with the story.

There is need for clarifying the issues involved in - - -

Making agriculture teaching truly vocational

V. G. MARTIN, Teacher Education, Mississippi State College

V. G. Martin

FEBRUARY 13, 1917, the date of the enactment of the Smith-Hughes law, will forever stand as an enduring milestone in the annals of American education. The ravages of time may mar and scar it but it will never be effaced.

This date commemorates a crowning achievement of an educational philosophy, pioneer up to that time, that that which is useful in the day in which we live deserves emphasis and respectability equal to, if not surpassing, treasured reverences which we hold for the days and ages past and gone. Implanted in this philosophy is the emphasis that education for living a life, in its fullest measure, must include preparation for making a living. In simplest language this date represents a transition from a philosophy that Jack needs less work and more play to keep from being stupid and mean to a philosophy that more fruitful work along with his play is necessary for Jack's fullest happiness and worthy living.

More than 38 years have come and gone since the beginning of vocational education in agriculture under federal legislation designed to promote this type of education. To have had any part in this program during this period should be regarded as a rare privilege to be treasured forevermore. In no company could a body of more notable men be found. It is most fitting that those of us now engaged on the present scene of action pay our deepest respects to those who have gone before us, many of whom, ere this time, have gone into the great beyond.

Today we are well past our 38th birthday. For what did we celebrate? We are at the half way point between our silver and our golden anniversary. Are we in a mood for a grand and glorious function commemorating our achievements? Or——, do we just feel like harmonizing "Darling, I am growing old"?

In terms of educational longevity 38 years is not old, but rather still young. Yet it is an age long enough to accept full responsibility for its acts and to be held to account for its achievement. At the beginning point in 1917 vocational agriculture set sail on an uncharted sea. The hazards and the destination of the voyage were unknown. It was uncertain whether the ship's officers and crew were daring and courageous pioneers or merely reckless, unrespectable educational outcasts. They had only their faith to guide them—what they believed in. In the main they were motivated by the concept that a motive in learning and learning to do by doing would bring them to their "Promised Land" on their educational voyage. This embarkation was a very small beginning measured by some of the physical aspects of then and now. By way of comparison for the fiscal year ending in 1918 the total expenditure, federal, state and local, for all vocational education in the entire U. S. was only $3,039,061.15, while for the year ending in 1953 the same expenditure was $145,951,214.10. Compared with the U. S. total expenditure in 1918 of $3,039,061.15 there were in 1953 twenty-one states that, each, spent more than this sum. Texas alone spent $12,466,290.87 in 1953. Unquestionably vocational education has made gigantic strides in spending money. Thirty-seven years have brought a 5,000 per cent increase.

Briefly, let us consider the number that have been taught. In 1918 there were enrolled in vocational agriculture in the U. S., 15,453. In 1953 this number had increased to 755,293 or 4,900 per cent. This total number enrolled in vocational agriculture in 1953 was made up of 275,108 in evening classes (adult farmers), 47,835 part-time (young farmer classes), 2,969 in day unit classes, and 429,381 in all-day classes (in-school boys). In passing let us take note that the enrollment of in-school boys was 56+ per cent of the total enrollment. Does this signify that the maximum good is being accomplished towards training for proficiency in farming? How many of this group do not farm? This will be considered further later in this presentation.

We are prone to take satisfaction and pride in the material growth that we have attained, and I believe there is justifiable reason for so doing. Yes, we are now grown up and large, yet this fact poses some critical, although at times somewhat subtle problems. There is danger that we have reached the stage in our progress where we and our friends take us, status quo, for granted; and at the same time our growth is stimulating opposition from unfriendly sources. In such complacency on our part there is danger that we may suffer from dry rot from the inner core outward while our opponents whip us into impotence by blows from the outside inward. Some seem to assume that because of our size we should carry on without further aid from federal sources; and that the program of vocational education needs to be promoted but not supported. Among some other educators there is envy of us and unfriendliness traceable to our size and strength. While we rightfully rejoice in our growth may we not be unaware and unwarned that there are implications of serious import attached to this attainment.

Our Faith — In What Do We Believe

It is my opinion that today you rejoice in the physical stature of vocational education in agriculture. I share with you this exhilaration, yet I am deeply apprehensive as to some of the principles that seem to be guiding our progress now. In our innermost being do our satisfaction and pride spring merely from what we are doing or from what we *are* as we journey along? What elements of character in terms of basic principles vital to enduring achievement in vocational education in agriculture does our progress represent? In what do we deep down believe? By faith, and not works, our personal eternal destiny is shaped. This is to say that what I *am* is far greater and more enduring than what I do. I believe that an omnipotent and omniscient God will forgive me for my acts but that He holds me to unrelenting account for what I am. My constant prayer is that I may *be* what I ought to be. There is a beautiful hymn whose most beautiful line is, "I'll be what you want me to be, dear Lord." It is high time for us to critically examine what is the character of our belief in vocational education in agriculture.

I ain't, ner don't p'tend to be,
Much posted on philosofy;
But thare is times when, all alone,
I work out idees of my own.
And of these same thare is a few
I'd like to just refer to you—
Pervidin' that you don't object
To listen clos't and rickollect.
—*James Whitcomb Riley*

As we ponder toward formulating our belief in vocational agriculture the question naturally arises as to whether we as a group, large in numbers as we are, should be expected to unanimously agree on what we believe. The casual answer is probably no, yet based on fundamental considerations the answer is yes. Never will we agree, nor should we, on practices; but it is imperative that we be in complete agreement as to the basic guiding principles by which our program and practice should be shaped. In casting about for the framework on which to formulate a universally acceptable statement of our belief I submit that we should point up:

1. Our controlling purpose
2. Whom we shall teach
3. What we shall teach
4. How we shall teach
5. Measuring results

The Controlling Purpose of Vocational Education in Agriculture

I submit the hypothesis that the controlling purpose of vocational education in agriculture should be to train for proficiency in farming. This implies need for *improving* proficiency in farming and that *education* is an effective process by which the needed improvement can be brought about. To accept this hypothesis as a statement of basic principle

(Continued on page 46)

the need must be critical in nature and education must be considered as the most effective process for remedying the need. Certainly there is abundant evidence that there is need for improvement in farming. Objective evidence is readily available to substantiate this claim but will not be presented in this discussion. This evidence, if submitted, would point out (1) the lag between present day farming practices and what available scientific information shows would be still better practices and (2) that scientific study in agriculture is going forward at a rapid rate which means that the best known information today is inferior to what will be known tomorrow. The need for the best current information by present day farmers is unquestionably great and it is safe to assume the need by future farmers will be equally great.

Surely we believe that education, enlightening the individual, is the best way to bring about improvement in his well being.

Still another consideration enters the picture in seeking to state a basic principle in terms of controlling purpose. The federal act under which vocational education in agriculture is being carried on today specifically states that the controlling purpose of such education shall be to prepare for useful employment on the farm. Only willful lawbreakers could have a part in this program and not subscribe to this as the controlling purpose.

I, therefore, submit at this point as basic guiding principle number one that we believe:

The controlling purpose of Vocational Education in Agriculture shall be for improving proficiency in farming.

Whom to Teach

Training for useful employment in farming being our controlling purpose, it necessarily follows that those to be taught must be those who are farming or preparing to farm. Logical reasoning supports no other conclusion. Again there is a requirement of law to be complied with. The federal act makes specific reference on this—"for those farming or those preparing to enter upon the work of the farm." It therefore seems reasonable to assume as basic principle number two, that we believe:

The ones to be taught vocational agriculture are those farming and those preparing to farm.

What to Teach

It is a generally accepted concept that education should bring about desirable change on the part of individual human beings. Desirable change being the end sought it is implied that individuals have needs calling for change from a less desirable state to a more desirable state. I do not think it amiss to suggest that all education might well seek to achieve this end. I am positive in declaring that vocational education must serve the needs for change in the vocation of the individual being taught. What to teach in vocational agriculture? The obvious answer is that which will serve the vocation's needs. Again the federal law is specific: " . . . to meet the needs of those . . . "

Basic principle number three follows:

What to teach is that which will serve the vocational NEEDS of those being taught.

How to Teach

The answer to this can be found only in terms of sound principles of learning. For sake of brevity, suffice it to say that in vocational education in agriculture three simple, yet comprehensive, laws of learning will meet most, if not all, the requirements of good teaching. These are:

1. The learner must be in a ready state of mind for what he is about to learn;
2. The learner must use what he is trying to learn, and use it while he is trying to learn;
3. The learner must have a satisfying effect from his learning experience.

Digressing, but in passing, I would like to remark I would trade for a clear usable concept of these three principles on the part of my students preparing to teach vocational agriculture all the other educational psychology they get, and to say further that I am still looking for one among these students who has acquired a simple understandable workable knowledge of these principles of learning.

The federal act may not be fully comprehensive on how to teach but it contains definite reference to this by general reference to needs and specifically citing that there must be a minimum of six months supervised practice.

Submitting basic principle number four in terms of good teaching, we believe:

Use of recognized simple principles of learning and good teaching are inseparable.

Measuring Results

"Wherefore by their fruits ye shall know them."—Matthew 7:20. On this divine declaration of the Master himself we may well rest our program. Unless vocational education in agriculture bears fruit—fruit more abundant—then we have fallen short in our achievement.

Then comes basic principle number five, we believe:

Education is measurable by the fruit it bears.

Summarizing on what we believe in terms of guiding basic principles on which all should agree, I submit:

1. *The controlling purpose of vocational education in agriculture is training for proficiency in farming.*
2. *The ones to be taught are those farming and those preparing to farm.*
3. *What to teach is the needs of those farming and those preparing to farm for proficiency in farming.*
4. *How vocational agriculture is taught is most effective only when instruction is based on the utilization of fundamental principles of learning.*
5. *Results of vocational education in agriculture are measurable only in terms of more proficient thinking and more proficient practice on the part of those taught.*

These are no new concepts. I believe they were in the mind of the pioneers in vocational education in the early days. I believe, too, they are the concepts to which we as a group have subscribed down through the years—38 years. There is a pressing and piercing question that we must face, however. Have we practiced what we have preached? What about our present program that is in operation right now? By what principles is it being conducted? What convincing evidence have we that the controlling purpose of what we are now doing is training for proficiency in farming? To what extent is our enrollment in vocational agriculture classes controlled in terms of those farming or preparing to farm? Are we teaching them practical solutions to critical present day farm problems or are we just teaching *Agriculture* — livestock, crops, soils, orchards, gardens, poultry, etc.? Is vocational agriculture being taught through use of simple basic psychological principles of learning or is it being taught like the teachers of vocational agriculture were taught? Are we measuring the effectiveness of instruction in vocational agriculture by formal academic standards and superficial publicity attractions such as many of the contests engaged in are, or are we looking for constructive farming practices in terms of the economic well-being of those being taught?

In terms of what we believe let us consider three questions:

1. Do we really believe what we say we believe? or
2. If not, what do we believe? and
3. Whatever our belief can we prove it by our practices?

I have said at a previous point in this discourse that in terms of eternal destiny I believe that we may be forgiven for what we do but not for what we believe—our faith. At this point I want to slightly expand this creed, to wit: If a man departs too far in his acts from what he claims he believes he is merely lying about what he believes. So, I wholeheartedly subscribe to the scripture which says that faith without works availeth no man anything.

(Editor's note—This article will be completed in the September issue)

The FFA Foundation award of $250 for outstanding achievement in Soil and Water Management was won in 1954 by Wilbur Lawrence of Ashland, Virginia. Regional winners of $200 awards were John Musgrave, Martinsville, Indiana; Frank Demarest, Newton, New Jersey, and Wayne David, Arvin, California.

Wanted: More items for the column "Tips That Work." Tell your fellow teachers about that idea you are using to facilitate some phase of your work. Fifty to one hundred words should get the idea across.

BOOK REVIEWS

SOIL FERTILITY, by C. E. Millar, 436 pp., illustrated, published by John Wiley and Son, Inc., New York. Price, $6.75.

Soil Fertility was prepared as a textbook for students taking a course in soil fertility and as a reference for soil-management courses. The book includes chapters on the development of agriculture, essentials for plant growth, the soil solution and nutrient absorption by plants, colloids and soil productivity, organic matter, soil reaction and liming, nitrogen, phosphorus, potassium, sulphur, micro-nutrients, soil deficiencies, soil organisms, and rotations.

In general, fundamental principles are presented, rather than "applied" material. The author has included much data of an experimental nature. Tables, charts, and photos are used as required to illustrate a point or to present information in a concise form. Lists of references are included at the end of each chapter.

As indicated above, this book is designed for use in college courses or as a specialized reference—not as reference material for high school boys.

The author, C. E. Millar, began his teaching career at Kansas State College. He was Head of the Department of Soil Science at Michigan State College for twenty years, retiring from teaching in 1950. He is also the co-author, with L. M. Turk, of *Fundamentals of Soil Science.*

—A.H.K.

LIVESTOCK AND POULTRY PRODUCTION by Bundy and Diggins, pp. 608, illustrated, published by Prentice-Hall, Inc., New York. Price: Text, $4.75; Trade, $6.35.

Livestock and Poultry Production is divided into the following major areas: Livestock Feeding and Nutrition, Profitable Pork Production, Profitable Beef Production, Profitable Production of Dairy Products, Profitable Production of Dual-Purpose Cattle, Cattle Diseases and Parasites, Profitable Sheep Production, Profitable Poultry Production, and Reproduction and Inheritance. Several chapters are devoted to each kind of livestock on such topics as the industry itself, selection of breeding and feeding stock, feeding and management, control of diseases and parasites, and marketing.

As is indicated in the above paragraph, this book is fairly well organized from the standpoint of use in teaching vocational agriculture. The systematic treatment of each type of livestock makes it easy to locate information desired. The authors wrote in a very readable, informal style which should appeal to the average reader. The written material is supplemented with 350 illustrations and 59 tables. A list of references is provided at the end of each chapter for those who wish to read in more detail than the book provides.

Teachers will also be interested in the suggested list of questions at the end of each chapter. These questions are mostly of a problem nature, designed to encourage students to analyze their home farm situations in the light of information provided in the book.

Clarence E. Bundy is Assistant Professor of Agricultural Education, Iowa State College. Ronald V. Diggins is Vocational Agriculture Instructor, Eagle Grove, Iowa.

—A.H.K.

MASTER'S THESES IN SCIENCE, 1952, Edited by Barton Bledsoe, pp. 252, published by Biblio Press, Washington 5, D. C. List price, $7.00.

Master's Theses in Science is the first of what is planned to be an annual list of master's theses in the fields of pure and applied science accepted by American colleges and universities.

Information supplied about each thesis includes only the thesis title, the name of the author, and the name of the institution where the thesis was submitted. Availability of the theses must be determined individually.

Theses are listed by subject headings. Agricultural headings include Economics, Engineering, Animal Husbandry, Dairy Science and Husbandry, Horticulture, Pest Control, Poultry Husbandry and Industry, Range Management, Soils, and Forestry.

The purpose of the publication is to enable students and others to locate research done in particular areas.

—A.H.K.

MODERN FARM SHOP—Book I by Ross and Craig, pp. 156, illustrated, published by The Steck Company, Austin, Texas. Price, retail 90¢; class quantities 72¢.

Modern Farm Shop is a paper bound manual dealing with farm shop skills. The manual is divided into the following six parts: Woodworking with Hand Tools, Woodworking with Power Tools, Related Information in Woodworking, Metalworking, Concrete Work, and Records and Plans. Each part is further divided into jobs and sub-units. Arc and oxyacetylene welding are included in the part on metalworking.

The major emphasis in this workbook is on the proper use of the great variety of tools and machines found in the farm shop, and in the development of skill in using these tools and machines. The number and variety of illustrations, pictures, and tables is excellent, with many having been secured from commercial companies. Over half of the manual is devoted to woodworking tools and information. As is true with many publications, space limits the detail with which some areas can be treated. In general, this publication appears to have merit as a reference for vocational agriculture pupils in relation to farm shop instruction.

Henry Ross is a Subject Matter Specialist, Department of Agricultural Education, Agricultural and Mechanical College of Texas; R. N. Craig is Farm Shop Specialist, Department of Agricultural Engineering, also at Agricultural and Mechanical College of Texas.

—A.H.K.

FAO United Nations Publications—Available from the Columbia University Press, 2960 Broadway, New York 27, New York.

(1) *Growing Food for a Growing World,* 38 pp., paper bound, price $.50.

This is a brief account or report of the work of the FAO in 1952-53, covering the period of the regular annual report. The report takes you into the many foreign lands into which the FAO has sent its representatives and describes in word and picture the efforts being made to help other people help themselves. The publication is very well prepared and should make interesting reading for our own high school boys.

(2) *Yearbook of Food and Agricultural Statistics, 1953,* pp. 334, price $3.50.

This is one of a series of FAO volumes presenting world agricultural statistics. Data provided include those on land, population, crops, livestock, food supply, prices, and means of production. This is an invaluable publication for anyone wishing to secure a lot of information about the agriculture of the countries in the United Nations.

—A.H.K.

Increased Service - - -

(Continued from page 33)

C. A. Barnett, County Supervisor of ASC lists several things that he thinks have made for a successful Coordinating Council. Mr. Barnett feels that the following eight things have made for the success of the organization:

1. The problems of an agency or group become the problems of each member of the Council, and wholehearted attention is given to such problems until solved.
2. Each agricultural worker is given the feeling that he is an integral and essential part of the Council.
3. Each agricultural worker is just one cog in the agricultural wheel that moves the progress of farmers; no person or agency feels either superior or inferior to other council members or agency. The aim of the council is to promote agriculture to better the welfare of the farmer.
4. Meetings are held regularly each month and special meetings are called as need arises.
5. A well-planned agenda is prepared for each meeting.
6. Meetings last for no longer than one and one-half hours.
7. Minutes of each meeting are kept and approved at the next regular meeting.
8. Meetings are conducted by the chairman in a business-like manner. □

William Pulver of Pine Plains, New York, winner of the 1954 national Dairy Farming award, has 51 cattle and all but one are descendants from a registered heifer given by his father when the boy was five years old. The oldest cow now in his herd has produced 12 heifer calves.

Stories In Pictures

Townshend Agricultural Education Society, organization of Agricultural Education majors at Ohio State University, consider the annual banquet one of the highlights of the year's program. Members, wives and girl friends are shown at one of the banquets at which Prof. A. C. Kennedy was awarded honorary membership in their organization.

Pictured here is a type of service to the community through [illegible] school rendered by departments of vocational agriculture [illegible] every state. This picture comes from the Sidney, Montana, depa[illegible] ment; J. L. Norden, instructor.

One evidence of cooperation of community agencies with their department of Vocational Agriculture in the school is the trophies and other awards which they provide. Pictured here is Lowell Cook, Vo-Ag instructor at Ripley, W. Va., (shown on the right) explaining to R. C. Butler, Teacher Education, West Virginia University, and three other Vo-Ag teachers the trophies donated to the local Chapter FFA Foundation by business and professional people of the community for Chapter awards.

A portion of the exhibit prepared for display in the North Atlantic Regio[illegible] Conference held last April in New York City. Each state contributed a pa[illegible] on which was shown the data reflecting progress in the various aspects of [illegible] Vo-Ag program. Planning and organization of the exhibit was directed [illegible] Robert Coffin, Teacher Education, New York.

One thing Vo-Ag students are learning through school demonstration forests like the one at Waresboro is to get the most money out of their timber products. These students are peeling pines which have been cut for fence posts and will be treated in the Vo-Ag department's creosoting vat for sale to local farmers. Another example of service to the community.

Community service opportunities are virtually unlimited. The picture bel[illegible] shows members of the Rising Sun, Maryland, Vo-Ag class planting wildl[illegible] shrubbery as a part of a program sponsored by various conservation agenci[illegible] and organizations of the community. James Prigle, instructor, supervises [illegible] project. Photo courtesy of Cecil Whig.